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AN EVALUATION OF WORKBOOK EXERCISES
FOR DEVELOPING ORAL RECALL
IN GRADE THREE

Service Paper

Submitted by
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(B.Ed., Clark University, 1941)

In partial fulfillment of requirements for
the degree of Master of Education

1948

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CHAPTER II

THE first object of this chapter is to show that the
theory of the calculus of variations is not
inconsistent with the theory of the calculus of
differential equations, and that the two theories
are in fact identical.

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CHAPTER I

INTRODUCTION TO THE STUDY

The importance of training children in developing knowledges, attitudes, skills and habits that will aid them in their ability to recall study material and experiences acquired through visual or auditory perception seems very urgent when one considers the many channels through which the third grade child is continuously exposed to knowledge and learning. There seems a vital need for training these boys and girls in the processes of evaluating these new learnings. If they wish to retain this newly acquired knowledge they must be equipped through training with the power to organize it in a well ordered pattern or sequence and to fix it in the memory for permanent retention.

The Problem

Statement of the Problem

The purpose of the following study is to evaluate the effect of systematic training by means of a series of exercises upon the improvement of oral recall of third grade pupils.

A Workbook of exercises of grade three level which

was built especially for this experiment will be used to aid third grade pupils in improving their ability in oral recall.

Scope of the Study:

Data

The chronological, mental and reading ages of the children to be used in this study will be established in order that two equated groups may be formed. Through the use of Standardized Tests the oral recall ability of each child of these two groups will be obtained. One group will be the experimental group and the second group will be the control group. For a given period of about twenty minutes every day the experimental group will partake in the practice and training afforded by the specific exercises in the workbook. The time period will be taken from the regular daily reading time allotment of this group. The control group will not partake in the practice exercises of the workbook.

After the completion of twenty five lessons given on twenty-five consecutive school days these two groups will be tested for the second time. The writer hopes to determine by comparing the resulting scores of the initial tests and the final tests whether or not such a series of lessons can improve in five weeks the skills of the pupils in a single third grade in those types of reading abilities which lead to and promote better patterns of oral recall.

Justification for the Choice of the Problem

The definite need for this type of training in the early primary program is recognized by reading authorities and teachers alike. In the primary grades the foundations must be laid for the development of organized thinking and the ability to remember and recall materials which have been read or experienced through auditory or visual perception, such as radio, movies, television etc. In the third grade the Social Studies are formally introduced into the school program, and a basal text is used. New fields are being presented and explored. A child's power to transfer his abilities and skills to these new learnings will depend on the methods that he employs in the familiar fields of Study Reading and Recreational Reading. His ability to assimilate and organize his reading materials can be transferred and applied to any subjects introduced into the school program.

By the third grade it is apparent to the child through his daily work assignments that he must know how to read and also how to remember what he has read. Unless a child possesses definite skills in study he finds himself at a great loss even in these earliest stages and without special training and practice the situation becomes more involved and overpowering to him.

It is hoped that through the regular specific practice offered by these exercises some skills and abilities will

be developed in a third grade child that will enable him to attack study assignments in reading or any other subject within his comprehension and organize for permanent retention such portions of this material that he evaluated as essential and important.

The following chapter will review some of the research contributed by authorities and students in the field of reading which applies to this specific study.

CHAPTER II

REVIEW OF RESEARCH

This study presents material designed to train third grade pupils in oral recall of study reading. Recall in this study means the number of items returned after a silent reading period.

Discussing the importance of developing a child's ability to recall, Davis¹ points out that without retention there could be no basis for thinking, nor ability to solve new problems as they arise. The school should train the child so that he may develop groups of experiences upon which to build thought. Again Davis² in his discussion of the permanency of learning states, "Memory is definitely influenced by heredity but may be improved in its expression by training."

1. Davis, Robert A. Psychology of Learning
McGraw-Hill Book Co. New York 1935 P. 203-204
2. Davis, Robert A. Psychology of Learning
McGraw-Hill Book Co. New York 1935 P. 231

Gray ¹ states, "While the importance of recall is generally recognized by psychologists and by investigators of problems in reading it is generally ignored by pupils and teachers.

The attempt to recall stimulates an active, as contrasted with a passive attitude toward learning. Some psychologists who have studied the effects of recall estimate that as much as three quarters of a student's time in study should be spent upon recall.

The importance of recall in reading is stressed by Germane and Germane ² in the following statement, "It is the ability to retain and recall the main points of materials read which make the acquisition and application of knowledge possible. Time and effort spent in developing skill in rapid reading and in organization are wasted unless the essential ideas are retained."

According to Symonds ³ "The process of recall is one that comes in again and again in a consideration of the higher thought processes. Much thinking depends upon the ability to recall promising associations at strategic points in the solution of a problem."

1. Gray, William S. "Recent Trends in Reading"
Elementary Educational Monographs, No. 49 Nov. 1938
2. Germane, Charles E. and Germane, Edith Gayton
Silent Reading, Row Peterson Co. New York, 1930 P:86
3. Symonds, Percival M. Education and the Psychology of Thinking McGraw-Hill Book Co. New York, 1936 P. 185 .

In establishing this same point Durrell ¹ claims "One may deplore the tendency to make retention of fact the sole aim of education yet it must be remembered that ability to do careful detailed reading has important values in both vocational and avocational activities. Almost everyone encounters situations in which it is essential to follow directions precisely, to select from an argument the main idea for discussion or to obtain a detailed knowledge of a process or a body of facts. In the thorough type of reading the goal is ability to recall orally or in writing the primary and secondary ideas with attention to organization, accuracy and completeness of detail."

To accomplish the goal of retention a child must possess certain definite skills that enable him to successfully attack the assignment of reading matter presented to him. Kelty ² observes that often by the middle grades, even the independent readers have little idea how to separate the important thread from the supporting details."

Through the formal introduction of Social Studies into the Third Grade program, the child now finds that it is necessary to retain accurately certain factual knowledge

1. Durrell, Donald D. Improvement of Basic Reading Abilities, World Book Company, New York 1940 P. 233
2. Kelty, Mary G. Learning and Teaching History in the Middle Grades, Ginn & Company Boston Mass 1936 P. 59

that he acquires through the social studies program. To enjoy this new field to the full he realizes that he must understand what he reads and also he must form an effective plan for remembering it. The importance of adequate practice in reading and the development of organized and accurate recall at least in a limited degree in grade three seem essential as here is the place to lay the foundations for success in later social studies reading and in all study reading.

Turning to McKee's ¹ discussion on the importance of the program in remembrance, he recommends that systematic practice exercises should be used and opportunity provided in all possible school work for the pupil to utilize these abilities in order that his training in remembrance gather adequate meaning and motivation.

He sums up five main objectives of silent reading as

1. the ability to comprehend the material read
2. the ability to locate information
3. the ability to select and evaluate material read
4. the ability to organize material read quickly and accurately in the light of the problem in mind.
5. the ability to decide what part of the material read should be remembered and how to remember it.

1. Reading and Literature in the Elementary School
Paul McKee, Houghton Mifflin Co. New York P.468-470

With this last objective this study is most concerned but the fact remains that to accomplish this end result specific abilities must be developed that would have a direct bearing and lead to the accomplishment of this goal. It appears that lack of ability to understand and recall what is read may be due to several causes. Among them Harris ¹ finds inadequate skill in word recognition, a scanty meaningful vocabulary, lack of ability to read in thought units, rate of reading which is inappropriate for the kind of material being read, and not enough practice in reading varied kinds of material for specific purposes.

Though a child may readily remember the narrative of a story, he may be at a total loss in gleaning facts from study reading. Several investigators have found that among elementary school children there is a very small amount of material retained after a single reading.

Yoakum ² found that there are wide differences in this ability and that the ability to reproduce ideas after a single reading increases from grade to grade but cannot be regarded as highly developed even in the eighth grade.

1. Harris, Albert J. How to Increase Reading Ability
Longman's Green and Company, New York 1940 P. 268
2. Yoakum, Gerald A. "The Effect of A Single Reading"
Twentieth Year-Book of the National Society for the
Study of Education Part 2, 1921 P. 90-102
Public School Publishing Company, Bloomington, Illinois

After an interval of twenty or thirty days between reading and recall without further review he found that the memory was negligible, particularly in the intermediate grades.

Measuring recall one reading versus several readings Howe ¹ found after testing one hundred fifty eight fifth grade pupils of a low mean chronological age and above average in reading ability no difference between recall of material read only once and recall of material constantly before the pupils.

Horn, ² in summarizing the conclusions of various studies, states that, "In the early years in school, students understand and remember significantly more of what they hear than of what they read. This superiority decreases as facility in reading is developed, until it disappears in about the sixth or seventh grade. The differences between the visual and oral presentations are very small but in the case of certain types of material they appear to be statistically significant."

The Miller ³ investigation found that children with

1. Howe, Elizabeth, Measurement of Recall With and Without Text, Unpublished M. Ed. Thesis Boston University 1943
2. Horn, Ernest, Methods of Instruction in the Social Studies, Chapters V and VII Charles Scribner's Sons 1937
3. Miller, Eleanor A. Relation of Hearing Comprehension to Reading Comprehension in Grades Three and Four. Unpublished Ed.M. Thesis Boston University 1941.

higher mental ages had higher results in both hearing and visual retention of vocabulary and paragraph study. Boys were superior to girls in both types.

Many investigations and studies have been made to determine the most effective methods of helping children to improve their abilities in oral and written recall.

Torrent ¹ studied the relationship between unaided recall and recall as measured by multiple choice questions on reading materials. She reports an average of twelve ideas recalled in multiple choice tests as compared with five ideas given in unaided oral recall.

Buckman ² compared the fluency of unaided oral recall with unaided written recall on silent reading of geography material in the fifth grade. The recalled responses were checked against responses in a multiple choice test on the same material. Recall on multiple choice questions was much superior to unaided oral and written recall.

Courtney ³ working with ninth grade pupils experimented

1. Torrent, K. E. Fluency in Oral Expression
Unpublished M.A. Thesis Boston University, Boston, Mass.
1940
2. Buckman, Margaret E. A Comparison of the Fluency of Oral Recall with Written Recall in Silent Reading in Geography in Grade Five Unpublished Masters Thesis
Boston University, Boston, Mass. 1941
3. Courtney, Paul D. Recall by Reproduction Versus Recall by Recognition, Unpublished Master's Thesis, Boston University 1941

with comparison of recall by recognition (multiple choice examination) and recall by reproduction (essay type examination), found that after one reading a pupil could identify twice as much as he could reproduce but reproduction type of question reveals misunderstandings and is a more accurate check on work assignments.

These experiments point out that other factors are involved in the learning and memory processes. Goodykontz¹ states: "In reading we ourselves must evaluate and sort if we are not to accept and attempt to remember all the ideas which come to us as of equal importance. Pupils in school, too, need to organize what they read, but they do not develop these skills easily alone, and specific training is necessary." She reports success in the use of reading exercises training the pupils to organize what is read and to select materials for a usable result.

Fleming² experimented with sixth grade pupils to ascertain whether better study skills could be developed through practice in reading (1) for general significance, (2) for organizing data, (3) for noting details and (4) for following directions. The experiment showed great gains in reading age and also in reading rate.

1. Goodykontz, Bess, Teaching Pupils to Organize What They Read, Elementary English Review, Vol. 7 No. 4, April 1930, P. 87-90
2. Fleming, John Patrick, Developing Study Skills in Middle Grade Reading, Unpublished Masters Thesis, Boston University, 1932.

Heller and Courtis ¹ in an experiment with second grade pupils in which a variety of reading exercises were used reported that great improvement was noted in reading ability and also in other study skills. These studies show that improvement may be expected when definite practices in the study skills are provided. Wiley ² suggests that "training for specific habits, that is, practicing directly the thing to be done later produces the surest results."

Hilliard and Barnes ³ experimented with sixth grade pupils whose scores in (Gates Silent Reading Tests) indicated definite need for practice. After a ten week period of practice in exercises similar to those in the Gates test the experimental group showed a gain of 2.3 years. No child in the group failed to make significant gains.

1. Heller, Reginia R. and Courtis, S.A., Exercises Developed at Detroit for Making Reading Function Twentieth Year-Book, National Society for the Study of Education, 1921 P. 153-166
2. Wiley, James Alvin, Practice Exercises in Supervised Study and Assimilative Reading, Published by Professor J. A. Wiley, Iowa State Teachers College, Cedar Falls 1924.
3. Hilliard, George H. and Barnes, Marcellene, The Effect of Specific Drill on Reading Ability Elementary School Journal, Vol. 31, No. 6 February 1931, P. 417-426

Turning to the study made by Burke ¹ with sixth grade children we find that very significant growth in oral and written recall was noted through training and definite practice in the study skills. Studies made by Fogler ² show noticeable gains in the control groups which were subjected to prolonged periods of definite practice exercises. Specific exercises in organization, classification, and sequence are helpful in enabling pupils to make gains in comprehension and recall. Jacobs and Liveright ³ made a study over a period of seventeen weeks with pupils in grades four and five. The pupils were trained to answer questions, follow directions, discover the central thought, and to organize thoughts in various forms. At the close of the experiment the improvement in the entire experimental group of grade five was twelve school months as compared with three school months in the control group. The grade four experimental group gained seven months as against three months in the control group. The normal growth to be

1. Burke, Marie L. The Evaluation of Specific Exercises on the Improvement of Recall, Unpublished Masters Thesis Boston University, 1946
2. Fogler, Sigmund, "An Experiment in a Planned Program of Remedial Reading", Elementary School Journal, Vol. 45, April 1945, P. 444-450.
3. Jacobs, Emilie V. and Liveright, Alice K. "Improvement of Study Type Reading", The Tenth Year Book of the Department of Elementary Principals, National Educational Association 1931, P. 455-459

expected in both cases was four months.

Wrightstone¹ claims that it is the obligation of teachers throughout the grades in the elementary school to help pupils to develop their powers to recognize problems; to organize facts and information; to weigh evidence; to draw conclusions or to render judgment and test their conclusions.

The practice of narration is essential and children should be questioned on what they are reading and held within reason to the subject at hand thereby avoiding too much digression.

Watts² claims that if we get into the habit of asking the child, "What is it that you have been reading about?" and insisting that a clear account and not a rigmarole follows we shall be cultivating whatever ability he has to speak directly about the sense and substance of his reading. "No impression without expression" as William James used to recommend.

1. Wrightstone, Wayne, Appraisal of Newer Elementary School Practices, Bureau of Publications, Teachers College, Columbia University, 1938, P. 124.
2. Watts, A. F. The Language and Mental Development of Children, An Essay in Educational Psychology, Oxford Press Co. Toronto, Canada, P. 115, 1944.

According to Betts ¹ pupils should read not only to get main ideas and details but also to relate them. This requires a feeling for a sequence of events and the ability to organize information. Organization of what is read is essential to critical comprehension and to retention and effective study habits.

The following statement by Watts ² seems to serve as an accurate measure for what we are trying to accomplish in some degree as it can be applied to the abilities of third grade pupils.

" When a young reader is invited to outline a sequence of events in a story, to select the best paragraph heading from among a number suggested as suitable, to state what an author is trying to prove and make a short summary of the arguments which he employs to this end, the extent to which he successfully meets these demands upon his reading powers will be a reliable index of the degree to which he is being trained to read to some purpose and independently of his teachers."

1. Betts, Emmett Albert, Foundations of Reading Instructions, American Book Company, New York 1946 P. 504.
2. Watts, A. F. The Language and Mental Development of Children, An Essay in Educational Psychology, Oxford Press Co. Toronto, Canada, P. 115 1944.

Summary

Recall is a highly complex activity involving a number of different elements which have a very direct bearing upon one's success or failure in his ability to recall either orally or in writing materials experienced through visual or auditory perception. Recall can be improved through techniques of teaching and systematic training.

Noticeable improvement has been recorded in comprehension and recall when specifically directed practices have been applied.

Durrell ¹ suggests that workbooks might be developed for teaching classification, organization and subordination of ideas leading to the improvement of oral and written recall.

One primary purpose of this study is to present such a workbook for third grade pupils consisting of Exercises For The Improvement of Recall of Third Grade Pupils. It is hoped that regular directed practice in the third grade may assist pupils in achieving those skills and abilities which lead to complete, organized, accurate recall as required for success in all grades for all study types of reading and learning.

1. Durrell, Donald D., Language and Higher Mental Processes, Review of Educational Research, Vol. 13 April 1943, P. 113

This study aims to evaluate the effect of a series of specific exercises upon oral recall:

1. To compare the initial oral recall ability of the experimental group with that of the control group in oral recall.
2. To compare the initial oral recall scores of the experimental group with their final oral recall scores.
3. To compare the initial oral recall scores of the control group with their final oral recall scores.
4. To compare gains made by the experimental group with gains made by the control group.
5. To compare gains made by the upper quartile with those made by the lower quartile of each group.

CHAPTER III

THE PLAN OF THE EXPERIMENT

In the preceding chapter the writer has attempted to review some of the research pertinent to this study.

In this chapter an explanation of how the experiment will be conducted and the description and construction of the workbook will be presented.

The selection and organization of the test material and the selection of the population were of major importance in preparation for the administration of the experiment.

Tests

To establish the Mental Ages and Intelligence Quotients, the Kuhlmann Anderson Test for Grade Three Fifth Edition ¹ will be given to all children who are included in the groups to be used in the study.

1. Kuhlmann Anderson Tests, Gr.III Fifth Edition
Published by Educational Test Bureau, Minn.
Nashville, Philadelphia 1942

The Reading Age of each child in these same groups will be determined from his scores in the Durrell-Sullivan Reading Capacity and Reading Achievement Tests Primary Form A¹ which will be administered to the two groups of the study. To establish the initial Oral Recall ability of each child the Paragraph Meaning Scores from the Durrell-Sullivan Reading Achievement Tests will be used.

Selection and Status of the Population Selected for the Study.

Twenty-six pupils in the second half of grade three comprise the population for this study. There are eighteen girls and eight boys in the group. In the same classroom but excluded from this study are eight pupils in the first half of grade four. The socio-economic status of these children ranges from poor to good. They are native born of American born parents. These children live in a large metropolitan area of diversified industries and activities. The chronological ages of these children range from 8 years 3 months to 9 years 1 month with a mean chronological age

1. Durrell-Sullivan Reading Capacity and Reading Achievement Tests, Primary Form A. 1937
Published by World Book Co. Yonkers on Hudson, N.Y.

of 8 years 8 months. The mental ages of these children range from 7 years 6 months to 11 years 1 month, with a mean mental age of 8 years 8 months. The reading age of the group ranges from 10 years 5 months to 7 years 7 months with a mean reading age of 8 years 6 months. See table 1, P 29.

Equating Data

In order to conduct the study this group of twenty-six children was divided into two groups. To accomplish this purpose the data obtained on the chronological, mental and reading ages of the pupils were used. To have a control group of thirteen pupils and an experimental group of thirteen pupils the scores were equated and the groups formed. Table 1, P29 shows the mean chronological age of the experimental troupe is 8 years 8 months; the mean chronological age of the control group is 8 years 6 months. The mean mental age of the experimental group is 8 years 9 months and the control group has a mean mental age of 8 years 8 months. The reading age of the control group ranges from 10 years 5 months to 8 years 1 month, a difference of 2 years 4 months. The reading age of the experimental group ranges from 9 years 10 months to 7 years 7 months, a difference of 2 years 3 months.

In the conduct of this study which proposes to measure the effectiveness of the exercises for the im-

provement of oral recall in third grade children the experimental group will practice specific exercises and trainings as designed in their order of sequence in the workbook for twenty-five consecutive school days. The control group of this study will not partake in these exercises.

After the five weeks' study has been completed, the recall ability of both groups will be measured by the scores obtained from the administration of the Durrell-Sullivan¹ Reading Achievement Tests Intermediate Form B. These final scores will be compared with the initial recall scores taken in preparation for the study to determine the gain, if any, made by the experimental group and also the control group thereby evaluating the effect of the specific exercises in the workbook.

Description of the Workbook

To assist third grade pupils in the improvement of their ability to recall materials that they have read A Workbook, Exercises for the Improvement of Oral Recall has been built. The exercises aim to encourage the child to concentrate on the material that he is reading in order to evaluate this material and form it in an organized

1. Durrell-Sullivan Reading Achievement Test
Intermediate Form B. World Book Co. Yonkers on Hudson,
New York.

pattern in his memory for immediate or future reference. It is hoped that the study habits gained through the use of these exercises will carry over to other type reading and study.

Twenty-five lessons were constructed and graded as to the order of progression in the development of oral recall ability for pupils of this grade level.

The workbook is divided into four sections:

Section I Listing Memories

Section II Selecting Central Thought

Section III Arrangement of Events in Proper
Sequence

Section IV Noting Details in a Selection.

Exercises For the Improvement of Recall

Contents of Workbook

| <u>First Section</u> | <u>Contents</u> | <u>Lessons</u> |
|--|-----------------|-----------------|
| Listing memories | stories | Lessons 1 - 5 |
| Listing memories | poetry | Lesson 6 |
| Listing items observed | pictures | Lesson 7 |
| <u>Second Section</u> | | |
| Selecting Major Ideas | stories | Lessons 7 - 12 |
| Selecting Best Titles | poetry | Lesson 13 |
| Selecting Best Titles | pictures | Lesson 14 |
| <u>Third Section</u> | | |
| Arranging Major Ideas in Correct Sequence | stories | Lessons 15 - 20 |
| Noting Details | stories | Lessons 20 - 25 |

The first series of lessons include stories, poems and pictures. At this stage of the study the child is asked to recall specific items in order to answer questions accompanying each exercise. In this series the responses would require no special organization of ideas.

In the second series the child will select the central thought or main idea from the selection or the picture or poem. The answer will be selected from a number of possible given titles or headings.

The third series of lessons give practice in organizing the items or events in a proper sequence as they occur in a given selection. The major ideas were given in a scrambled order and rearrangement through a pattern of mental imagery was the object of this series.

Noting Details in a selection was the practice in the series of exercises in the fourth part of the workbook.

The material written for the exercises was planned to include a wide variety of subjects to appeal to the interests of third grade pupils. Health, Safety, People, Poetry, Science, Adventure, Animal Stories, Nature Study and Music are included in the selections used for the exercises, which are graded from short to long and from simple to more complex paragraphs.

Construction and Use of the Workbook

The workbook is a collection of twenty-five lessons and twenty-five corresponding check sheets. Each child will be given two separate sheets for each lesson. On one sheet is printed the selection that he is to read and on the second sheet, his check sheet, is printed the possible answers from which he will select his responses after he has read each selection. The material was constructed in this manner so that the pupil, working with two separate sheets, would check his responses without referring back to his reading selection after he had finished reading the material. While the pupil is not always confined to one reading he can not refer back to the story for further aid in his recall if he desires it after he has referred to the check sheet as one sheet is face down on his desk while he uses the other sheet and vice versa. This particular procedure it is hoped also prevents the child from reading his questions before he reads the selection although he is always given a lead as to what to look for before he reads his paragraph.

The writer tried to give complete understandable directions to the pupils at the beginning of each lesson page and check sheet which explain the procedure to be followed in doing the exercises and also in checking the responses.

The wording of the directions is expressed in the various forms used for the specific type of exercise. In any exercises where an unfamiliar word occurs it will be checked for meaning and uses before the independent individual work starts. Although each exercise does not have to be completed in a set span of time, pupils will be encouraged to finish the exercises as expeditiously as possible to maintain attention and interest.

The exercises will be corrected and scored every day by the teacher to give pupils an opportunity to note their progress or regression as the case may be.

CHAPTER IV

ANALYSIS OF DATA

In this chapter the writer will attempt to analyze the data for the following purposes:

1. To compare the initial oral recall ability of the experimental group with the initial oral recall ability of the control group.
2. To compare the initial oral recall scores of the experimental group with their final oral recall scores.
3. To compare the initial oral recall scores of the control group with their final oral recall scores.
4. To compare gains made in oral recall by the experimental group with gains made in oral recall by the control group.
5. To compare the gains in oral recall made by the pupils in the upper quartile of the groups against gains made by pupils in the lower quartile.

Equating Data:

In order to form the experimental and control groups data were obtained on the chronological, mental and reading ages of the pupils. The mental ages were

from scores on the Kuhlmann Anderson Intelligence Tests ¹ for Grade Three. The reading ages were determined from scores obtained from the Durrell-Sullivan ² Reading Capacity and Achievement Tests, Primary, Form A.

Table I shows the mean chronological, mental and reading ages of the groups used in the experiment.

TABLE I

MEAN CHRONOLOGICAL MENTAL & READING AGES

| Group | Number | C.A. Mean | M.A. Mean | R.A. Mean |
|--------------|--------|-----------|-----------|-----------|
| Experimental | 13 | 8-6 | 8-9 | 8-11 |
| Control | 13 | 8-8 | 8-8 | 8-9 |

Table II shows the mean chronological ages in months for the groups which participated in the oral recall experiment. The mean chronological age of the experiment group is 2 months lower than that of the control group but the critical ratio of 1.39 shows that this difference is not statistically significant.

TABLE II

MEAN CHRONOLOGICAL AGES, ORAL RECALL GROUPS

| Group | No. | Mean C.A. | S.E. M. | S.D. | Diff M1M2 | S.E. Diff | C.R. |
|--------------|-----|--------------|------------|------|--------------|--------------|------|
| Experimental | 13 | 102.23 | 1.89 | .53 | 1.31 | .94 | 1.39 |
| Control | 13 | 103.54 | 2.82 | .78 | | | |

1. Kuhlmann, op. cit. P.

2. Durrell-Sullivan, op. cit. P.

Table III shows the mean mental ages for the groups used in the oral recall experiment.

The mean mental age of the control group is slightly lower than that of the experimental group. The critical ratio of .08 shows that this difference is not statistically significant.

TABLE III
COMPARISON OF MENTAL AGES OF GROUPS

| Group | No. | Mean M.A. | S.E. M. | S.D. | Diff M. ¹ M. ² | S.E. Diff. | C.R. |
|--------------|-----|--------------|------------|------|---|---------------|------|
| Experimental | 13 | 104.74 | 9.88 | 2.75 | .28 | 3.61 | .08 |
| Control | 13 | 104.46 | 8.40 | 2.34 | | | |

Table IV shows the mean reading ages of the groups used in the oral recall experiment. The reading age of the experimental group is slightly higher than that of the control group. The critical ratio of .15 shows that this difference is not statistically important.

TABLE IV
MEAN READING AGES - ORAL RECALL GROUPS

| Groups | No. | Mean R.A. | S.E. M. | S.D. | Diff M ¹ M ² | S.E. Diff. | C.R. |
|--------------|-----|--------------|------------|------|---------------------------------------|---------------|------|
| Control | 13 | 106 | 2.27 | 8.16 | .54 | 3.51 | .15 |
| Experimental | 13 | 106.54 | 2.68 | 9.63 | | | |

Table V shows the results of the preliminary tests in oral recall. The mean score of the experimental group was 12.12 compared with 12.73 for the control group. The difference was in favor of the control group. The critical ratio of .29 shows it to be statistically insignificant.

TABLE V
COMPARISON OF INITIAL RECALL ABILITY
EXPERIMENTAL VERSUS CONTROL

| Group | No. | Mean | S.E. | S.D. | Diff | S.E. | C.R. |
|--------------|-----|-------|------|------|------|-------|------|
| | | O.R. | M. | | M1M2 | Diff. | |
| Experimental | 13 | 12.12 | 1.45 | 5.22 | .61 | 2.06 | .29 |
| Control | 13 | 12.73 | 1.46 | 5.26 | | | |

Table VI shows the gain in oral recall in the experimental group as measured by a comparison of initial test scores with final test scores. The mean final score was 23.45 compared with the mean initial score of 12.12. The mean gain is shown as a difference of 11.33 which the critical ratio of 4.32 shows to be statistically significant.

TABLE VI
GAIN IN ORAL RECALL EXPERIMENTAL GROUP

| Scores | No. | Mean | S.E. | S.D. | Diff. | S.E. | C.R. |
|---------|-----|-------|------|------|------------------|------|------|
| | | O.R. | M | | M1M ² | Diff | |
| Initial | 13 | 12.12 | 1.45 | 5.22 | 11.33 | 2.62 | 4.32 |
| Final | 13 | 23.45 | 1.95 | 7.05 | | | |

Table VII shows the gain in oral recall made by the control group as measured by a comparison of initial test scores with final test scores. The mean gain is shown as 3.23. The critical ratio of 1.48 shows this to be statistically insignificant.

TABLE VII

GAIN IN ORAL RECALL - CONTROL GROUP

| Scores | No. | Mean | S.E. | S.D. | Diff | S.E. | C.R. |
|---------|-----|-------|------|------|-------------------------------|-------|------|
| | | O.R. | M. | | M ¹ M ² | Diff. | |
| Initial | 13 | 12.73 | 1.46 | 5.26 | | | |
| Final | 13 | 15.96 | 1.63 | 5.82 | 3.23 | 2.19 | 1.48 |

Table VIII shows the difference in gain in oral recall between the experimental group and the control group. The mean gain was 7.49 memories made by the experimental group. The critical ratio of 2.96 shows this to be a statistically insignificant difference.

TABLE VIII

COMPARISON OF GAINS IN ORAL RECALL

| Groups | No. | Mean Gain | S.E. M | S.D. | Diff M ¹ M ² | S.E. Diff | C.R. |
|--------------|-----|--------------|-----------|------|---------------------------------------|--------------|------|
| Experimental | 13 | 23.45 | 1.95 | 7.05 | 7.49 | 2.54 | 2.96 |
| Control | 13 | 15.96 | 1.63 | 5.82 | | | |

Table IX compares the gains made in the upper quartiles of the groups. The critical ratio of 1.43 shows the gain to be statistically insignificant.

TABLE IX

GAINS IN ORAL RECALL - COMPARISON OF UPPER
QUARTILES OF GROUPS

| Groups | No. | Means | S.E.M. | S.D. | Diff. | S.E.D. | CR. |
|--------------|-----|-------|--------|------|----------|--------|------|
| | | | | | M^1M^2 | | |
| Control | 13 | 4.84 | 2.75 | 4.80 | | 2.90 | 1.43 |
| Experimental | 13 | 9.00 | 0.94 | 1.63 | 4.16 | | |

Table X compares the gains made in the lower quartiles of the groups. The critical ratio of 2.62 shows the gain to be statistically insignificant.

TABLE X

GAINS IN ORAL RECALL - COMPARISON OF
LOWER QUARTILES OF GROUPS

| Groups | No. | S.E.M. | S.D. | Diff. | S.E.D. | C.R. |
|--------------|--------------|--------|------|----------|--------|------|
| | Mean Gain | | | M^1M^2 | | |
| Control | 2.17 | .94 | .54 | | | |
| Experimental | 5.00 | 1.63 | .94 | 2.83 | 1.08 | 2.62 |

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to evaluate the effect of specific exercises built to improve oral recall in a third grade.

A series of twenty-five lessons graded in difficulty, in the form of a workbook, was used for this study.

Preliminary and final tests in oral recall were administered to thirteen pupils in the experimental group and to thirteen pupils in the control group in order to measure the efficiency of the lessons.

The children used for the experiment live in an industrial metropolitan area. The socio-economic status of the group is moderate and they are of American born parents.

The class consisted of twenty-six children in second half of third grade and a group of eight children in first half of grade four. This latter group was excluded from the experiment.

The experimental and control groups were of approximately the same chronological mental and reading ages.

The mean chronological age of the control group was 104 months as compared with that of 102 for the experimental group.

The mean mental age for the control group was 105.5 months and the same for the experimental group. The mean reading age for the control group was 106 months and the mean reading age for the experimental group was 106.5 months.

The initial oral recall ability of the control group was greater than that of the experimental group. The mean initial oral recall of the control group was 12.73 as against the mean initial oral recall of the experimental group which was 12.12.

The lessons were presented to the experimental group on twenty-five successive school days. About twenty minutes a day were taken from the reading time of the class for the day's lesson.

After the workbook lessons had been completed by the pupils in the experimental group, the pupils in both the experimental and the control groups were given the final tests in oral recall. The Durrell-Sullivan Reading Achievement Tests Intermediate, Form B, were used and exactly the same procedure was carried out as when the initial oral recall tests were administered. For measuring the oral recall ability of the groups, the scores obtained on the Paragraph Measuring Section of the Durrell-Sullivan

Reading Achievement Tests were used. The purpose of the final test was to measure the effect of the exercises of the workbook upon oral recall ability in the experimental group as compared with growth in recall observed in the control group.

Findings:

Specific practice in oral recall by means of graded lessons produced marked gains in the oral recall ability of the experimental group used in this experiment.

The mean gain in the oral recall ability of the experimental group was 11.33 memories.

The mean gain in the oral recall ability of the control group was 3.23.

The mean gain made in oral recall by the experimental group, compared with gain made by the control group was 7.49 memories. This difference is statistically significant with a critical ratio of 2.96.

The gains made by the pupils in the upper quartile of the experimental group showed a mean gain of 4.16 memories but it is not statistically significant with a critical ratio of 1.43.

The mean gain made by the pupils in the lower quartile of the experimental group showed a mean gain of 2.83 memories and the gain is statistically significant with a critical ratio of 2.62.

CHAPTER VI

SUGGESTIONS FOR FURTHER RESEARCH

The experimental part of this study was conducted with a group of twenty-six pupils of grade three with several limitations noted.

Further Research might prove worthwhile-

1. The use of similar exercises extended over a longer period of time to note improvement in specific skills.
2. The use of similar exercises over a larger population, possibly the third grades of this entire urban area to note the amount of improvement.
3. The use of a larger population for these exercises would establish a more reliable gradation for these exercises.
4. Experiment with a larger population would ascertain where failure in specific skills occurs and establish the correct placement of study to correct these failures.
5. The use of a wider variety of exercises in oral recall over a longer period of time and experimenting with a larger population.

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SAMPLE TESTS

LESSON 1

LISTING WHAT YOU REMEMBER

To the Pupil: These exercises will help you to train your memory so that you will remember better the things you have read about. First, you will read a story. Then you will turn your paper over and you will answer your questions on the Check Page. Do each story in the same way until the lesson is finished.

Directions: Read the story silently. Try to remember the things mentioned -- animals, things to eat, etc. After you have finished, turn this page over and check the answers to the questions on the Check Page.

1. Last week we went to see the Circus Show. We saw tigers and lions in cages, dogs, monkeys and many beautiful horses. There were many clowns doing tricks to make us laugh. One girl was riding on an elephant's trunk. Everyone had fun at the Circus.

2. The people in Mexico have many things to sell at the market. They have beautiful baskets and hats made of straw. You can buy fruit, flowers and vegetables from the women in the flower stalls. They have beautiful bowls and jars for sale everywhere. Everyone is busy and happy in the market place.

3. Mother and Father Robin wanted to make a nest. They brought some mud in their mouths and made the nest mostly of that. They took dead grass, hair and leaves to hold the mud together. Mother Robin went inside the nest and pressed her body against it to make the nest the right size and shape. Then she flew to the barnyard for some soft feathers to make her nest warm. Then the nest was ready for Mother Robin's eggs.

LESSON 2

WHAT YOU REMEMBER

Directions: Read the story silently. Try to remember the items mentioned in your stories. After you have read the first story, check the answer to your question. Then go on to the next story. Continue until you finish the stories on this page.

1. In the early days when people lived in caves, they used fire to protect themselves from the wild animals. The animals were afraid of fire and would not come near it. The cave people used fire for light at night and for keeping warm. Later they used fire for cooking their food. These people never let their fire go out. Someone watched it all the time. Fire was very important to them. If the fire went out, they had to travel many miles to get some fire from their nearest neighbors.

2. Some fruits that we eat grow in this part of our country. Some fruits that we eat cannot grow here because it is too cold for them. Oranges, bananas, figs, dates and many other fruits have to be sent to us from warm countries. Lemons and grapefruit grow on trees in warm countries. They are packed and sent to us. Pineapples grow in fields where the weather is warm all the year round. These fruits are shipped to us in boats, in planes, in trucks and trains.

3. After the summer has passed and the leaves begin to fall from the trees, some animals begin to get ready for the winter. Many animals cannot find enough food in the winter time to keep them alive. Some animals, such as beavers and chipmunks, store up food to last through the long winter months. We have all seen how hard the squirrel works to gather enough nuts to feed him through the long cold winter. Some animals do not store food. They prowl through the woods looking for wild berries and seeds that are on branches and bushes.

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LESSON 3

WHAT YOU REMEMBER

Directions: Read the story silently. Try to remember the things mentioned, such as birds, vegetables, etc. After you have read the first story, check your answer on the Check Sheet. Then read the second story and check that answer on your Check Sheet. After you have checked the third story, papers will be collected and corrected and passed back to you.

1. We eat meat almost every day and we know that some of this meat comes from animals. Pigs, lambs and cows give us our animal meat. There is other meat that we eat and it comes from birds. We call turkeys, chickens, hens, ducks and geese birds because they have wings and they are covered with feathers instead of with hair or fur as animals are. Farmers raise these birds in their barnyards and they take very good care of them and feed them well so that they will make good food for us. The farmers sell these birds to the meat markets. Your mother often buys one for your Sunday dinner. These birds give us eggs and meat to eat.

2. We could not live without water; it is good for many things. We drink water and we use water to keep us clean. We have a lot of fun with water too. We can go swimming and fishing in the water. We can go on pleasant boat rides on ponds and lakes. In the winter time we skate and slide on the ice that covers the ponds and lakes. It is fun to live near the water.

3. The Indians of long ago were very good farmers. The women and children did most of the work in the gardens because the Indian Father was busy hunting for food in the forests. The Indians planted corn and beans because they ate these two foods every day. Squash, pumpkins and melons grew on vines in the Indians' gardens. They planted wild rice too, because they liked this food very much. After the white men came, the Indians raised wheat. The Indians needed much food to last them through the whole year, so they planted large gardens and worked very hard to have a good harvest.

LESSON 4

WHAT YOU REMEMBER

Directions: Read the story silently. Try to remember what is mentioned in your story so that you can answer the questions on your Check Sheet.

1. The cow is the mother of the cattle family. We see many cows on some farms as we drive through the country. We get some of our food from these animals. Cows give us milk and cream. Butter is made from sweet cream. Some cheese is made from cream and some cheese is made from milk. If we did not have cows we could not have ice cream. You should drink about one quart of milk every day. Milk makes strong bones and teeth for us.

2. The great trees that grow in the forest are cut down and we use the wood from these trees for many things. Some houses are made of wood and much of our furniture is made of wood. Our desks, chairs and tables in school are made of wood. Pencils and rulers are made of wood. Wood is burned in fireplaces and stoves to keep people warm. Some people use wood fire for cooking their food.

3. In summer days the Eskimos live in tents that are made from the skins of animals that Father has caught. They leave their winter igloo of ice and snow and move nearer to the ocean so that Father can hunt for the food that they will need for next winter. Father must find enough food for the dogs too, because Eskimo dogs eat much meat and they are always hungry. Father catches fish and hunts for walrus and whales. Seals and polar bears make good food for Eskimo people. The Mother Eskimo cleans this meat and fish and hangs it out in the sun to dry. Then she will put salt on it and it will make good dinners for the family next winter. The children find birds' eggs and they pick moss and berries. Everyone is busy in the Eskimo family.

LESSON 5

WHAT YOU REMEMBER

Directions: Read the story silently. Try to remember the things mentioned in your story so that you can answer the questions on your Check Sheet.

1. In Mexico, men, women and children make many beautiful things of straw. They get the straw from the bamboo trees that grow in their country. They weave beautiful baskets and hats to sell to people in Mexico and other countries. They also make rugs and trays of straw. The men, women and children help with this work. Some cowboys made of straw ride on horses while others ride on donkeys.

2. Everything that we eat comes out of the ground. Some vegetables grow under the ground and some vegetables grow on top of the ground. Those that grow under the ground are called root plants and the root is the part of the plant that we eat. Potatoes, beets, carrots and turnips grow under the ground. Beans, peas, tomatoes and corn are vegetables that grow on top of the ground. All these vegetables help to make us strong and healthful.

3. New York is a very large city, about two hundred miles from our city. Many people live in New York and there are many people who go there every year to visit. There are many interesting places in New York. Some people drive to New York in automobiles. Every day buses take people to this very interesting city. If you want to fly to New York, there are many planes that take people there every day. You can fly to New York from home in about one hour. The trains that travel to New York take five hours for the trip and they stop at different places along the way. The planes do not make any stops until they reach New York.

LESSON 6

LISTING WHAT YOU REMEMBER

Directions: Read the poem silently. Try to remember how the poet speaks of the flowers, animals and birds when night is coming. Then turn to your Check Sheet and answer your questions.

1.

SONG AT DUSK

The flowers nod, the shadows creep,
A star comes over the hill;
The youngest lamb has gone to sleep,
The smallest bird is still.

The world is full of drowsy things,
And sweet with candle light;
The nests are full of folded wings --
Good-night, good-night, good-night!

-Nancy Byrd Turner

Source:

"Two Hundred Best Poems for Boys and Girls"

compiled by: Marjorie Barrows

Whitman Publishing Co. -- Racine, Wisconsin 1930.

BREAD AND CHERRIES

"Cherries, ripe cherries!"
The old woman cried,
In her snowy-white apron
And basket beside;
And the little boys came
Eyes shining, cheeks red
To buy bags of cherries
To eat with their bread.

-Walter de la Mare

Source:

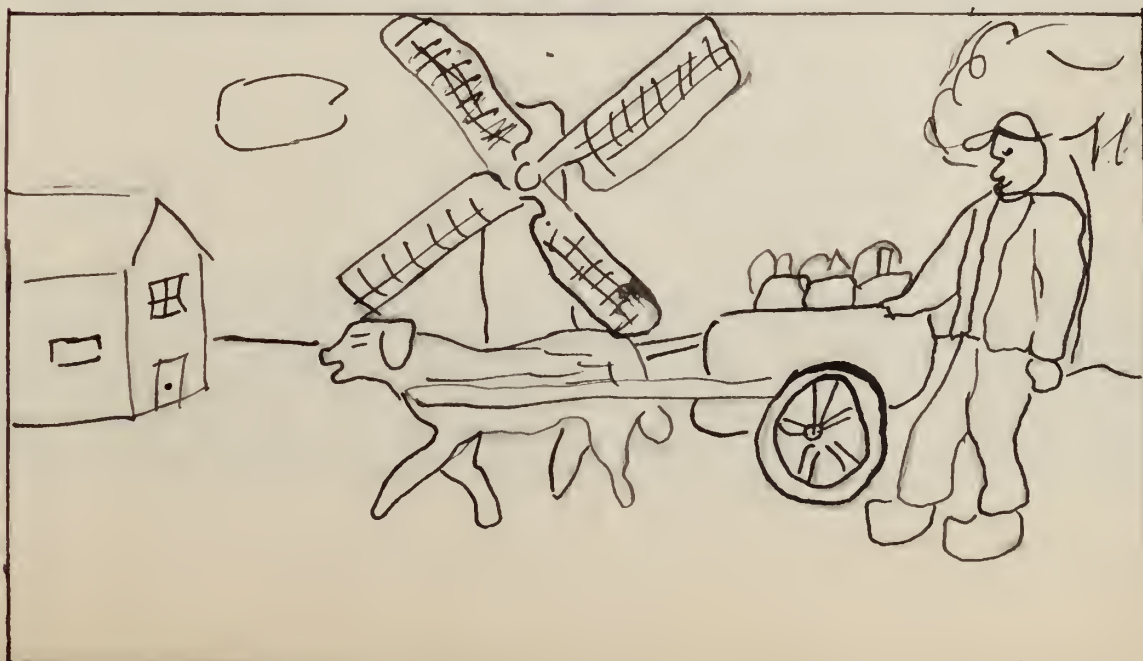
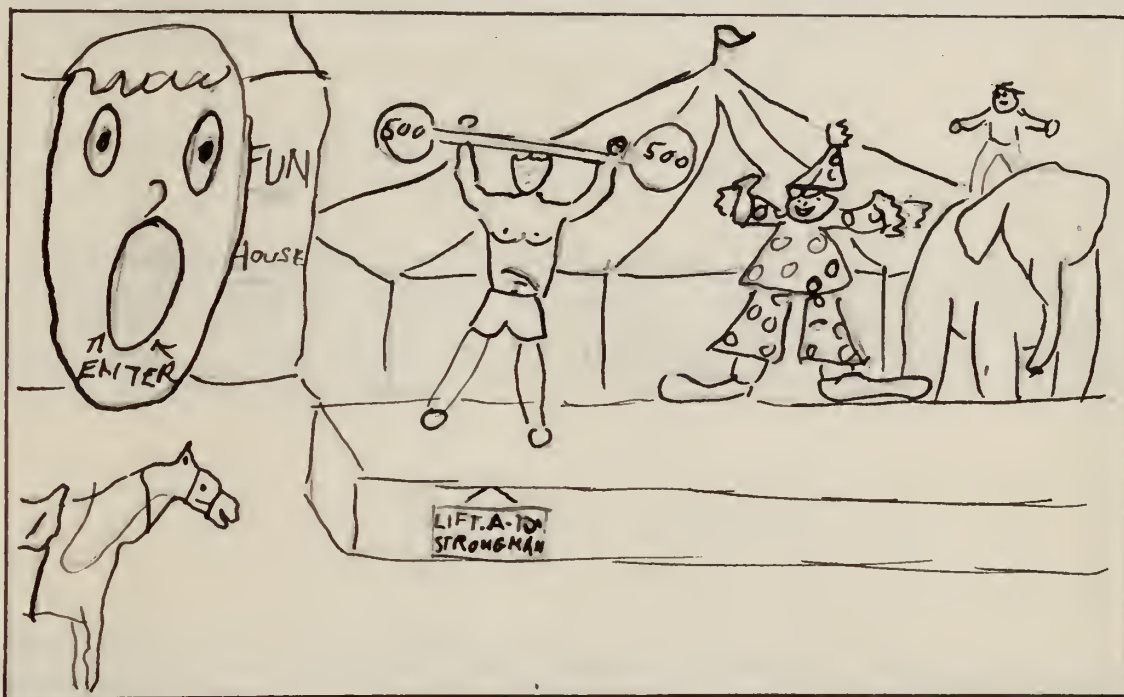
"For A Child, Old and New Poems"

collected by: Wilma McFarland

LESSON 7

LISTING WHAT YOU REMEMBER

Directions: Look at the picture carefully and try to remember the different things that you saw. After you have studied the picture, check on your Check Sheet the items that you remember. Study and check the second picture in the same way.



Handwritten text, possibly a list or notes, with some illegible characters and a small diagram or sketch on the right side.

LESSON 8

CHOOSING THE BEST TITLE

Directions: Read each story silently. When you have finished reading the first story, choose the best title for this story from the list of titles for this story that is printed on your Check Sheet. Remember that the best title will tell what the story is about. It will give the main thought of your story. Do each story on this page in the same way.

1. Last night we had a very big snow storm. This morning it was cold but the sun was shining brightly. We dressed very warm and went out to play. We had so much fun playing in the snow. We built a big snow man in our yard. We threw snowballs and went sliding down the hill on your new sleds.

2. The sun gives us light and keeps us warm. People could not live without the sun. Plants and trees need the sun to help them to grow. The sun shines every day even though we cannot always see it. Sometimes heavy clouds hide the sun from us. Our food would not grow without the help of the sun. Sunshine makes us feel happy and gay. The sun is one of our good friends.

3. One cold Spring morning a girl heard a bluebird singing its sweet song. When she looked at the ground all covered with snow, she knew that it would be hard for the birds to find food. She nailed a short board shelf to the trunk of a tree near the house and put some peanut butter on the shelf. Then she went away. In a little while the birds flew to the shelf and ate the peanut butter.

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LESSON 9

CHOOSING THE MAIN IDEA

Directions: Read each story silently. When you have finished you will be asked to choose the title that best fits your story from the list on your Check Sheet. Do each story on this page in the same way.

1. Sheep are the animals that give us wool. The wool grows on the sheep's back to keep him warm in the winter time. Every year, in the Spring time, the wool is cut off because it is too warm and heavy. The farmer sends the wool to the mill to be made into yarn for sweaters and mittens. Some of the wool is made into clothing to keep us warm in the winter time.

2. Tall trees grow in the forest. Many men take care of these trees because we use the wood from these trees for building our homes. When they are old enough, the trees are cut down, the branches are trimmed off and the trunks are sawed into logs. At the mill these logs are sawed into boards. Many boards are used to make our homes. Carpenters use many boards to build houses.

3. The Eskimo family is very happy when Father catches a bear. They know that they will have plenty of meat to eat and warm blankets for their snow beds. These bears are strong and they could kill animals and hunters too. The dogs help Father to fight the bear. They jump, bark and snap at the bear. The bear slaps at the dogs and tries to catch them in his great paws. While the animals are fighting, the Eskimo hunter can come quite close to the bear and throw his spear into him. When the hunter is sure that the bear is dead, he runs up to look at his prize.

CONFIDENTIAL

CONFIDENTIAL: This is a copy of the report of the investigation of the activities of the [redacted] in the [redacted] area. The report was prepared by the [redacted] and is being furnished to you for your information.

The [redacted] has been identified as a [redacted] and is being furnished to you for your information. The [redacted] has been identified as a [redacted] and is being furnished to you for your information.

CONFIDENTIAL

The [redacted] has been identified as a [redacted] and is being furnished to you for your information. The [redacted] has been identified as a [redacted] and is being furnished to you for your information.

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LESSON 10

CHOOSING THE MAIN IDEA

Directions: Read each story silently. When you have finished the first story on this sheet, take your Check Sheet and mark the title that gives the main idea of the story. Do all the stories on the sheet in the same way, until you have finished the three stories.

1. Rubber comes from trees that grow in very warm countries. In these places it is hot all the year round. The people in these countries have brown skin because they are so near to the sun. We use rubber for many things. We need rubber for tires for cars and trucks. We wear rubber coats and boots when it rains. We play with rubber balls and many toys are made of rubber. Many things that we use at home and in school are made of rubber .

2. Many animals make milk for children to drink. We drink milk from cows and goats. These animals cannot live on the desert because it is too hot there. The little desert children drink camel's milk. In the Northland, the reindeer give the people their milk. In mountain countries, the children drink sheep's milk. Many other animals in other parts of the world give milk to make little children strong and happy.

3. The Polar bear lives in the land of the Eskimo people. The Polar bear has a beautiful coat of thick, long white fur. This fur coat keeps him very warm as he wanders about on the heavy blocks of snow and ice that float in the icy water. It is hard for the hunters to see him because his white coat makes him look like a block of snow. It is a good coat for protecting him from Eskimo hunters and from the cold winds of the Northland.

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LESSON 11

CHOOSING THE MAIN IDEA

Directions: Read each story silently. When you have finished the first story, you will choose the best title for the story. After you read each story, check the best title on the Check Sheet. Do all the stories on this page in the same way.

1. The woodpecker is the bird that makes his home in a hole, high up in a tree trunk. He makes the hole by pecking the tree trunk with his bill. When the hole is big enough, he moves in. This bird spends most of his time searching for food. He eats ants and bugs that he finds on the trunk of the tree. He likes berries and wild fruit that he finds on twigs and branches. Seeds and nuts make a very good dinner for him.

2. Squanto was a very brave Indian and he was a very good friend to the Pilgrims. He could speak English and he helped the Pilgrims very much. He brought them their first corn seeds and taught them how to plant corn in hills. When Squanto came to live with the Pilgrims, he showed them the best places to fish, and how to fish through the ice in the winter time. He knew where to hunt the best deer and wild turkeys. Squanto taught the Pilgrims many things about their new home, Plymouth, and about their neighbors, the Indians.

3. One day last summer we went on a camping trip. Each person had one special job to do to help with the work. Some of the boys chopped the wood and carried it to the fireplace. Other boys cooked the dinner and some of the boys cleaned up after dinner. They put the fire out carefully and left everything in good order. After dinner we went swimming and sailing. Everyone had fun playing games and running races. Camping is fun.

LESSON 12

CHOOSING THE MAIN IDEA

Directions: Read each story silently. When you have finished the first story on this page, mark on your Check Sheet the title that you think gives the main thought of the story. Do each story on the sheet in the same way until you finish the three stories.

1. The beaver is one of the animals that cuts wood with his sharp teeth. He can cut through the trunk of a tree with his strong front teeth. It takes a long time for the beaver to cut through the trunk because he bites through the tree chip by chip, all around in a circle. When the beaver has taken out chips enough from all sides of the trunk, the tree comes crashing down. The beaver eats some of the bark from the tree and he saves some bark for the winter.

2. The second winter was a good time for the Pilgrims in America. They hunted in the woods for their meat and they fished in the ponds and streams. They had new log cabins to live in and they had plenty of corn from their gardens. The Pilgrims used the corn in many ways. They roasted the corn and ate it as we do. They ground the corn into flour and made bread and cake with the corn flour. They also made pudding with it. The cows, horses and pigs ate the stalks and leaves from the corn plants. The Pilgrims filled the mattresses for their beds with sweet, fresh cornhusks.

3. The Indians used the animal skins for so many things. They made their tepee cover and their clothing of skins. The cradle and even the baby's rattle were made of skins. The blankets for cold nights were made of skins. The Indians travelled up and down the rivers in boats made of skins. Drums, to make Indian music for dancing feet, were covered with animal skin. Before they had pottery, they used skin for their cooking pots. Animal skins were very important for the Indians of long ago.

LESSON 13

CHOOSING THE MAIN IDEA

Directions: Read the story once. Try to remember what the story is about, because you are going to be asked to pick the best title for the story. Do each story on the sheet in the same way.

1. The Eskimos are very busy people. In the day time, Father goes hunting for food, while Mother works at home. After supper, Father and Little Brother make tools and knives out of the bones of the animals that they catch. Bones make good, sharp tools. When the dogs need a new harness, Little Brother helps Father to make it of heavy deerskin. The harness must be strong to hold the dogs together. Mother and Little Sister make clothing from the skins and fur that Father brings home from his hunting trips. Everyone works in the family.

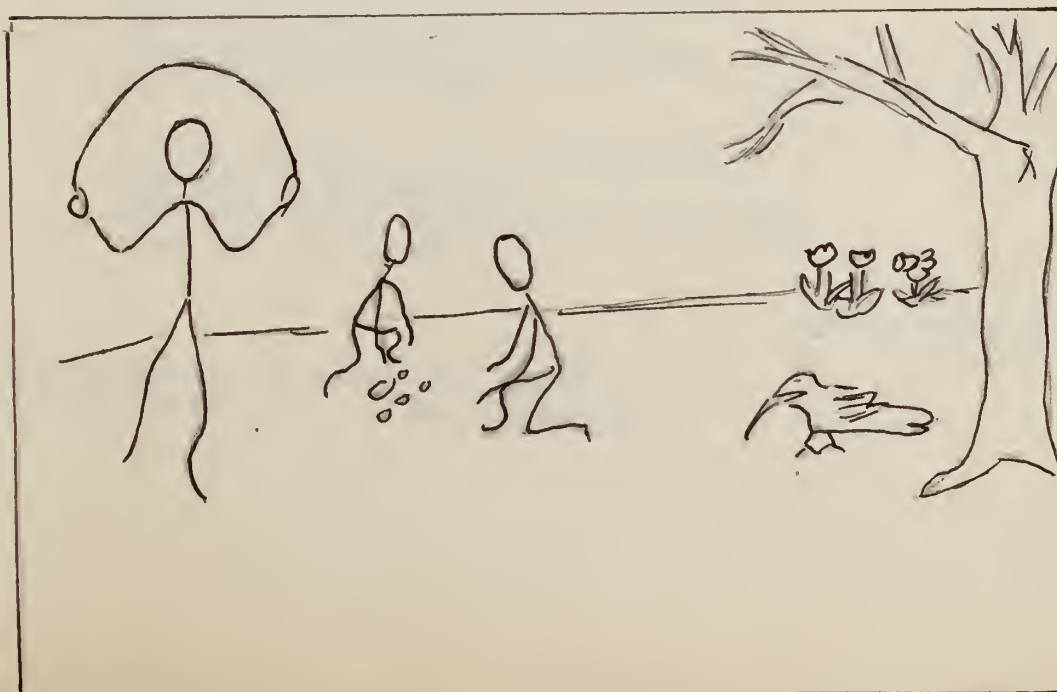
2. Camels are very strong animals and they work hard for the people in the desert. They carry heavy loads of dates and figs to market. They pull heavy buckets of water from the wells to water the date trees. They carry the people on their backs when they move from one place to another.

3. The Indians needed paint to decorate their tents with bright colored pictures. They had to make their own paint because there were no paint stores at that time. They used bright, pretty colors for their bowls and jars. Red and orange berries and blue grapes were used for some of their colors. Brown nuts and green leaves were used for other colors. They mixed clay and fat with the colors to make their paint.

LESSON 14

CHOOSING THE BEST TITLE

Directions: Pictures tell stories and they have names. The name of a picture gives the main thought or idea of the picture. Study the picture below. On your Check Sheet mark which name tells the most about your picture. After you have chosen the name of the first picture, study the second picture and pick the name on your Check Sheet that best fits that picture.



LESSON 15

CHOOSING BEST TITLES

Directions: Poems and pictures have names and titles just as stories and books. This poem has two verses. Read it carefully and, as you read, think what the poem has for a main thought. When you have finished, turn to your Check Sheet and pick the best name for the poem. After you have finished the first poem, read the second poem and pick a name for that.

1.

The airplanes seem to have a path
 - Across our piece of sky.
 - I always wave my hat to them
 - As they go humming by.

And soon when I am grown up big,
 - I'll pilot such a ship
 And when the small boys wave to me,
 I'll do a double flip.

-Muriel Schultz

2.

Everything is black and gold,
 Black and gold tonight.
 Yellow pumpkins, yellow moon,
 Yellow candlelight.

Jet black cat with golden eyes,
 Shadows black as ink,
 Firelight blinking in the dark
 With a yellow blink.

Black and gold, black and gold,
 Nothing in between --
 When the world turns black and gold,
 Then it's Halloween!

-Nancy Byrd Turner

Source: "For A Child, Old and New Poems."
 Collected by: Wilma McFarland.

LESSON 16

ARRANGING EVENTS IN PROPER ORDER

Directions: Read your story carefully. Try to remember events as they happened in your story. You will be asked to number the important events in the order that they happened. After you have read the story turn to your Check Sheet to answer the questions.

1. Great trees grow in the forests. These trees must be cut down for lumber to make homes and furniture, and many other things that we use every day. Many people work hard to get this wood ready to be made into lumber for us. Many men work in the woods chopping down trees and moving these trees out of the forest on trains, or sleds, or trucks.

Now the trees must be cleaned of their bark and sawed into boards at the saw mill. Great cutting machines make these boards the right sizes for the carpenters to use when they are making a house.

2. The Indians who lived in tents and tepees moved very often. Whenever an Indian father wanted to find a new hunting ground, the family moved. When winter came and covered the ground with snow, it was hard for the animals to find food, so they moved to a warmer place. Wherever the animals moved, the Indians followed them.

On moving day Mother Indian took down the tepee, wrapped it in a bundle with all the family's clothing and tied the bundle on two long poles. She hitched the poles to the back of the dog so that he could drag the load through the woods.

Next, Mother Indian strapped the Indian baby on her back and called to Little Brother. They were ready to start. They travelled through the woods all day. They stopped many times to rest. Just at sunset they met Father Indian on the trail. He had found a good place for their new home.

LESSON 17

ARRANGING EVENTS IN PROPER ORDER

Directions: Read your story carefully. Try to remember things as they happened in your story. You will be asked to arrange the important events in the order that they happened in your story. After you have read the story, turn to your Check Sheet to answer the questions. Do the second story after you have finished the first story.

1. In Mexico the people make many beautiful things from clay. They learned how to make pottery from the Indians. First they dig the clay near the river and pound it with a paddle into little soft lumps. Next they sift it until it is fine as powder or flour. Now it is ready to be mixed with water into a soft mud.

Soon the potter will roll it and shape it on a mould into a large bowl. It must be rubbed smooth and even until it is just the right shape and size.

After the clay has dried the mould is removed and the bowl is ready to be decorated. Beautiful Indian designs are painted on the bowl.

Now the bowl is ready for the market. We see rows and rows of beautiful pottery bowls for sale at the market place in Mexico.

2. Many years ago people who wished to cross the mountain had to travel on foot. There were no railroads through the mountain as we have now. There were no automobile roads. Very often people got lost in the deep snow on the mountain and died of cold and hunger.

Some priests lived at the top of the mountain. They trained heavy, strong dogs to go up and down the mountain to look for people who were in trouble. These dogs carried food and medicine for sick people in a little package that was strapped around their necks. When they saw a person lying in the snow, they would bark so loud that the traveler would awaken and take the food and medicine. If the person did not awaken, the dogs would bark louder until the priests would hear them and come down to get the traveler who was lost or injured.

The priests would take the traveler to their home at the top of the mountain and take care of him. Sometimes the traveler stayed many days at the priests' home.

When a traveler was well enough to go on his journey, he would thank the priests and the dog who had saved his life.

LESSON 18

ARRANGING EVENTS IN SEQUENCE

Directions: Read your story carefully. Try to remember exactly what happened in the story and when it happened. You will be asked to arrange the important events in the proper order in your story. After you have finished reading the story, turn to your Check Sheet to answer the questions. When you have checked the first story, do the second story in the same way.

1. Early in May the farmers in Switzerland take their cows and goats high up into the mountain pastures to eat new, fresh grass. They keep their herds in the mountains all during the summer, and in the fall they return to the village. The day that they leave for the mountains is a holiday and the people have a very happy time. They dance and play games. They dress in very gay costumes. The women decorate the cows with wreaths of pretty flowers,

When the cows are in line, the parade starts. They move slowly along the streets while the people wave and cheer. The women and children sing songs as they follow the parade.

When they reach the foot of the mountain, the women and children say good bye and return to the village. As the men climb up the mountain they wave their hats and call good bye again and again.

2. One day, a long time ago, a little girl was going to visit her grandmother. She was all ready to go. Her trunk was packed. She was sitting on the porch waiting for the expressman to come to take her trunk to the train.

It was almost time for the train, but the expressman did not come. The little girl began to cry.

A kind man was walking by and he saw the little girl crying. She told him why she was crying.

The man put the trunk on his shoulder and walked with the little girl to the station. He put her trunk in the baggage car and put the little girl on the train. The little girl thanked the man. He told her to have a good visit with her grandmother.

The kind man was Abraham Lincoln.

LESSON 19

ARRANGING EVENTS IN PROPER ORDER

Directions: Read your story silently. While reading your story, try to fix in your mind the order in which the events happen. On your Check Sheet you will be given a list of pictures that might tell the story, and you will be asked to arrange these pictures in their proper order.

1. Many farmers in our country raise wheat in large fields on their farms. Wheat grows like tall grass. Each plant has a head on it that is full of seeds.

When the wheat is ripe, the farmers cut it down with big cutting machines. The wheat seeds that grow on these plants are sent to the mill to be ground into flour. At the mill, the flour is packed into barrels and large bags. Some of this flour is sent to the bakeries to be made into bread and rolls for us. The bread is sent from the bakeries in large trucks to the stores where most people buy their bread.

2. The best bananas grow on large farms in warm countries. Bananas are good food, and we eat so many of them that they are shipped to our country in large boats. When the bananas are big enough but still green, men cut the large bunches from the trees.

Every large banana farm has railroad tracks that go from the farm to the wharf where the banana boat lands. The men load the bunches of bananas on the trains and the train moves on to the boat. At the boat, men put the bananas on a loading machine and this machine carries the bananas to the refrigerator rooms in the bottom of the boat. It takes many days for the banana boat to sail to our country. Trains and trucks carry the fruit to the cities and towns in America. People can buy them in the grocery stores and in the fruit stores.

LESSON 20

ARRANGING EVENTS IN PROPER ORDER

Directions: Read your story silently. While reading your story, try to fix in your mind the order in which the events happen. On your Check Sheet you will be given a list of pictures that might tell the story, and you will be asked to arrange these pictures in their proper order.

1. More than one hundred years ago, the Lincoln Family lived in a log cabin in the woods. One day, Mr. Lincoln sold his cabin, so the Lincoln's knew that they would have to move to a new home.

At that time, people had to pack all of their belongings in a covered wagon that was pulled by two very slow-moving oxen. The Lincoln family knew that they would have a long, hard journey through the woods. Some of the time the people walked beside the wagon. Sometimes the women and children rode in the wagon.

Abe Lincoln's little dog ran along through the fields chasing a rabbit or a squirrel. One day, he ran so far away that he got lost and he did not find his way back to the wagon. The wagon went along without the dog, but Abe was very sad thinking about his lost dog. He was afraid that the wolves would eat his little dog. Then Abe decided to go back to find the dog. When he found his frightened little dog, he took him up in his arms and ran back to the wagon.

For the rest of the journey, the little dog kept close to his master as they walked along near the covered wagon to their new home.

2. A lion was sleeping in the woods. Some little mice were playing nearby. A little mouse ran up the lion's back and down under his paw. The lion woke up. He was very cross and, when he caught the mouse, he wanted to eat him. The mouse begged the lion to let him go, and promised that some day he, the little mouse, would help the big, cross lion. The lion laughed because he did not think that a little mouse would ever be able to help him, but he let the mouse go.

A long time after this, the mouse was playing in the field and he heard a lion roaring. The mouse ran to where the lion was caught in a trap that was made of ropes. Some hunters had set the trap to catch the lion.

When the mouse saw the lion, he knew it was the same lion that had let him go. The mouse worked very hard and cut the ropes with his sharp teeth. When the ropes were cut, the lion thanked the little mouse and they both ran off into the woods.

LESSON 21

NOTING DETAILS

Directions: Read your story carefully. When you have finished you will be asked to choose the correct answers as they were mentioned in your story. You will be given many possible answers and you must select the correct one from the group. When you have finished reading the first story, turn this paper over and check your answers on your Check Sheet. Do each exercise in this same way until your paper is finished.

1. The home of the bees is called a beehive. The bee family has one queen bee and many hundred of bees living together in the same beehive. Each bee has a special kind of work to do. Honey is the food that bees eat. Many bees work hard gathering honey for the family. There are many baby bees and some bees take care of the baby bees. Some bees are soldiers and they guard the beehive so that a big bear will not come and steal their honey. The beehive is so hot that some bees use their wings to fan fresh air into the hive. Bees are happy, busy workers.

2. Elephants live in the jungle and they are very friendly animals. Many hunters go to the jungle and try to trap live animals. Some of these animals are sent to the circus and some are sent to the Zoo. It is very easy to train elephants to do tricks and you always see them in the circus shows. Elephants can pull and lift heavy loads with their trunks. Some elephants live to be more than one hundred years old.

3. Indians had to protect themselves and they had many ways of doing this. They had many weapons that they used, even though they did not have guns and rifles. They always worked in small groups. One weapon they used was a war club with a stone head. Hammers and tomahawks were used for some fighting. Bows and arrows and lances were used very much by the Indians when they were fighting their enemies. A good Indian warrior could shoot his arrow very straight and swift even when riding horseback at full speed.

LESSON 22

NOTING DETAILS

Directions: Read your story carefully. When you have finished you will be asked to choose the correct answers as they were mentioned in your story. You will be given many possible answers and you must select the correct one from the group. When you have finished reading the first story, turn this paper over and check your answers on your Check Sheet. Do each exercise in this same way until your paper is finished.

1. Every summer the organ man and the monkey come to the beach. The man plays music on the organ, while the monkey does his tricks. There is always a great crowd of people around to listen to the music and to watch the monkey dance, bow and tip his hat. When the people throw money in the street near the monkey, he picks it up and puts it into his little pocket. Sometimes he catches the money in his little hat or in his hand. When his pockets are full, the monkey gives the money to the organ man. Everyone has fun watching the monkey and listening to the music.

2. In the winter time the squirrel sleeps in his warm nest in a hole in a tree. When he is hungry and he wants something to eat, he runs down the tree to get some nuts from his store under the ground. He knows that there are nuts in this hole because he was very busy before winter came hiding nuts in holes under the ground. He worked very hard to find these nuts when they fell off of the nut trees in the woods. Every squirrel gathers nuts for his winter food. He knows that he cannot find food when the ground is covered with snow and ice. After the squirrel has eaten some of the nuts, he runs up the tree, hops into his nest and soon he is fast asleep again.

3. A soft brown caterpillar had crawled up on a twig. It fastened itself tightly on the twig by its hind legs and began to twist its body and move its head up and down. When the caterpillar moved its head, a shiny silk thread came out of its mouth. When it twisted its body, the thread wound around it and made a silk case over the caterpillar. This silk case is a cocoon or a new house that the caterpillar is going to live in just as a chicken lives in an egg shell. While the caterpillar is in this case, it will change into a butterfly with beautiful wings. When the wings are ready, the butterfly will break open the case and fly into the air.

LESSON 23

NOTING DETAILS

Directions: Read your story carefully. When you have finished you will be asked to choose the correct answers as they were mentioned in your story. You will be given many possible answers and you must select the correct one from the group. When you have finished reading the first story, turn this page over and check your answers on your Check Sheet. Do each exercise in this same way until your paper is finished.

1. The Indian father always pitched his tent near a river or a lake. He needed to be near the water for many reasons. It was good to be near the water if you wanted to go fishing. If you lived near the water you did not have to carry the water very far for Mother to use for cooking and cleaning. Little Brother could go swimming every day and Father could take the family on a trip down the lake in their canoe. Father Indian knew that it was best for the family to live near the water.

2. In some of the very cold countries near the North Pole, the reindeer is the animal that helps the people to live. These animals are very strong and they can pull heavy loads many hundreds of miles in the snow. Reindeer can travel in the snow just the same as camels can travel in the sand. The reindeer give the people food and clothing and warm bed covers. The people eat the reindeer for meat and they drink reindeer milk. They eat butter and cheese that are made from the milk of this animal. The skin of the reindeer makes warm clothing and blankets for their beds. The people make tools out of the bones and horns of the reindeer.

3. All during the winter when it is cold and the ground is covered with snow, the farmer keeps his cows in the barns. He feeds them hay and grain. The cows like vegetables too and they drink plenty of water. A good farmer takes care of his cows to keep them healthy, because healthy cows give the best milk and cream. The farmer washes his cows very often and he keeps their barns very clean too. If a farmer does not take good care of his cows they will get sick. Farmers work very hard so that we will have plenty of good milk.

LESSON 24

NOTING DETAILS

Directions: Read your story carefully. When you have finished you will be asked to choose the correct answers as they were mentioned in your story. You will be given many possible answers and you must select the correct one from the group. When you have finished reading the first story, turn this paper over and check your answers on your Check Sheet. Do each exercise in this same way until your paper is finished.

1. When the Arab people who live in the desert know that the water in the well is almost all gone, they move on to find a new well. When it is time to move, the Arab women in the caravan strap the tents and supplies on the backs of the pack camels. The camels work hard carrying very heavy loads for the desert people. The camels kneel in the sand while the women pack the loads on their backs. The caravan must carry enough water in their skin bags to last until they find a new water well. The camels drink water before they start on their long journey through the desert. The caravans travel very early in the morning before the sun has made the sand too hot for their feet. They rest in the middle of the day because they are tired and it is too hot to travel at this time.

2. In some countries there are so many rabbits that they are pests and the people try to get rid of them just as we try to get rid of rats and mice. The farmers set traps to catch the rabbits and they try to shoot them. Millions of rabbits give the farmers plenty of trouble because they eat the plants in the gardens and the grass in the fields and pastures. Seven rabbits will eat as much grass as one sheep would eat. The farmers need the grass to feed their sheep and goats and they need the garden plants to feed their families. Rabbits spoil the young trees in the orchards by eating the bark off these trees and then the trees die. The farmers have built fine wire fences around their fields and pastures to try to keep out the rabbits.

LESSON 25

NOTING DETAILS

Directions: Read your selection carefully, When you have finished you will be asked to choose the correct answers as they were mentioned in your story. You will be given many possible answers and you must select the correct one from the group. When you have finished reading the first story, turn this paper over and check your answers on your Check Sheet. Do each exercise in this same way until your paper is finished.

1. We have many maple trees growing in our yards and along our streets. These trees give us shade from the sun when it is very warm, and it is good to feel the cool breezes that blow through these trees. Some maple trees can be tapped for their juice in the early Spring. This juice is boiled in large kettles and we get maple syrup and maple sugar from this juice. Many, many years ago, the Indians made candy from this maple sugar for the children, and even today almost every child likes maple sugar candy.

2. Before Winter comes, many birds fly South to a warmer part of our country because it is easier for them to find food. The birds travel in flocks and they stay close together. They rest when they are tired and all start off together again feeling fresh and strong. One bird is always the leader because he knows the best route. When it is time to come back, the same leader acts as a pilot and brings the flocks of birds back to the North lands.

3. In the early days, it took about two weeks to send a letter from New York to Worcester because the mailman travelled on horseback. This was a long, hard trip for the mailman and many times he had trouble with the Indians that he met in the woods along the way. The mailman had to rest his horse so that he would not get too tired. The mailman sometimes slept in the woods or in a farm house on the way because there were no hotels. Now we can send a letter to New York by bus, or by train or by airplane. It only takes one hour to send a letter by air mail to New York now.

APPENDIX

EXERCISES FOR THE IMPROVEMENT OF ORAL RECALL

LESSON 1

CHECK PAGE

1. Put a check mark after the animals that were in the Circus Show.

Answer: horses _____
 dogs _____
 elephants _____

monkeys _____
lions in cages _____
tigers _____

No. remembered: _____

2. Check the things that you can buy at the market in Mexico.

Answer: jars _____
 bowls _____
 vegetables _____

fruits _____
flowers _____
baskets _____
straw hats _____

No. remembered: _____

3. Check all the things that the robins used to make their nest.

Answer: dead grass _____
 feathers _____
 mud _____

hair _____
leaves _____

No. remembered: _____

LESSON 2

CHECK SHEET

You have read the first story. Check in the answer list on this sheet the answer to the question asked.

1. Question: How did the people of the early days use fire?

| | |
|--------------------------------------|--------------------------|
| <u>Answer</u> : for protection _____ | for heat _____ |
| for cooking _____ | to melt metal _____ |
| for light _____ | for making popcorn _____ |

No. remembered: _____

2. Question: Check the fruits mentioned in your story that are shipped to us from warm countries.

| | | |
|-------------------------------|---------------|------------------|
| <u>Answer</u> : bananas _____ | peaches _____ | grapefruit _____ |
| pineapples _____ | lemons _____ | cherries _____ |
| figs _____ | oranges _____ | |
| apples _____ | dates _____ | |

No. remembered: _____

3. Question: What animals mentioned in your story store away food for the winter time?

| | |
|-------------------------------|-----------------|
| <u>Answer</u> : beavers _____ | squirrels _____ |
| rabbits _____ | deer _____ |
| chipmunks _____ | dogs _____ |

No. remembered: _____

LESSON 3

CHECK PAGE

You have read the story about Meat From Birds and Animals. In the answer list below, put a check mark after the birds mentioned in the story.

| | | | |
|------------------|---------------|--------------|----------------|
| <u>Question:</u> | hens _____ | robins _____ | chickens _____ |
| | turkeys _____ | ducks _____ | sparrows _____ |
| | pigeons _____ | geese _____ | |

No. remembered: _____

2. Question: List all the ways mentioned in your story that we have fun using water in ponds and lakes.

| | | |
|----------------|---------------------------|--------------------|
| <u>Answer:</u> | for boat rides _____ | for swimming _____ |
| | for fishing _____ | sliding _____ |
| | for playing marbles _____ | skating _____ |

No. remembered: _____

3. Question: Check the vegetables and other foods that grew in the Indians' gardens.

| | | | |
|----------------|-----------------|----------------|---------------|
| <u>Answer:</u> | wild rice _____ | corn _____ | wheat _____ |
| | carrots _____ | pumpkins _____ | melons _____ |
| | beans _____ | squash _____ | spinach _____ |

No. remembered: _____

LESSON 4

CHECK PAGE

You have read the first story. Check the answers to the question.

1. Question: What foods are mentioned in your story that we get from the cow?

Answer: butter _____ milk _____
 eggs _____ cream _____
 ice cream _____ cheese _____

No. remembered: _____

2. Question: What are some of the ways that we use the wood from trees?

Answer: to keep warm _____ paper _____ tables _____
 to cook food _____ desks _____ furniture _____
 cloth _____ chairs _____
 pencils _____ rulers _____

No. remembered: _____

3. Question: What foods did Father Eskimo hunt for during the summer?

Answer: bears _____ moss _____ fish _____
 eggs _____ whales _____ berries _____
 walruses _____ seals _____

No. remembered: _____

LESSON 5

CHECK PAGE

1. You have read the story of Weaving With Straw. Put a check mark after the things mentioned that the Mexican people make of straw.

Answer: baskets _____ hats _____ blankets _____
 cowboys _____ rugs _____ many beautiful things _____
 trays _____ toys _____

No. remembered: _____

2. Question: What vegetables grow under the ground that are mentioned in your story?

Answer: potatoes _____ beans _____ beets _____
 turnips _____ corn _____ carrots _____
 peas _____ tomatoes _____

No. remembered: _____

3. Question: Check the different ways mentioned in your story that a person may travel to New York.

Answer: by bus _____ by car _____ by boat _____
 by train _____ by plane _____ by bicycle _____

No. remembered: _____

LESSON 6

CHECK SHEET

1. You have read the poem called " Song at Dusk ". Put a check mark after anything that the poet has talked about in this poem that makes you think of the end of day.

creeping shadows _____

drowsy things _____

sleeping lamb _____

candle light _____

nodding flowers _____

folded wings _____

a star _____

good night _____

the rising sun _____

the wind _____

No. remembered: _____

2. Put a check mark after the things listed below that were mentioned in your poem.

old woman _____

shining eyes _____

cherries _____

little girls _____

white apron _____

bread _____

little boys _____

basket _____

red cheeks _____

bags of cherries _____

cake _____

No. remembered: _____

LESSON 7

CHECK SHEET

1. You have seen the Circus Picture. Place a check mark after all the things that you saw in the picture that are listed below.

clown _____
tent _____
elephants _____
horses _____

strong man _____
lion _____
monkey house _____
fun house _____

No. remembered: _____

2. In the picture about delivering milk in Holland, you saw many things that are listed below. Place a check mark after the things you saw in the picture.

milk cans _____
milk cart _____
trees _____
dog _____

boys _____
trucks _____
houses _____
milk bottles _____

No. remembered: _____

LESSON 8

CHECK PAGE

You have read the first story. Check which one of these titles will fit the story best.

1.

The Snow Man _____
Fun In The Snow _____
Dressing Warm In Winter _____

The answer given was: right _____ wrong _____

Check which title gives the main idea of the story.

2.

Light From the Sun _____
Play in the Sunshine _____
Our Friend, The Sun _____

The answer given was: right _____ wrong _____

Which of these titles gives the main thought of the story? Check your answer.

3.

Feeding the Birds in Winter _____
One Cold Spring Morning _____
Birds in Winter _____

The answer given was: right _____ wrong _____

LESSON 9

CHECK PAGE

After you have read each story, check the title which gives the main thought of the story.

1. Wool for Winter Clothes _____
 The Farmer Raises Sheep _____
 Cutting Off the Sheep's Coat _____

The answer given was: right _____ wrong _____

Check the title which gives the main thought of this story.

2. Tall Trees in the Forest _____
 Men Work Hard in the Forest _____
 Wood For Our Houses _____

The answer given was: right _____ wrong _____

Check the title that gives the main idea of the story.

3. Meat For Everyone _____
 A Fur Blanket _____
 Killing A Bear _____

The answer given was: right _____ wrong _____

LESSON 10

CHECK SHEET

You have read the story of Rubber

1. Put a check mark near the title that gives the main idea of the story.

Rubber for Toys _____
Rubber From Warm Countries _____
How We Use Rubber _____

The answer given was: right _____ wrong _____

2. Put a check mark at the best title for the story about Milk .

Children Drink Milk _____
Animals That Give Milk _____
Milk From Cows and Goats _____

The answer given was: right _____ wrong _____

3. Check the title that you choose for giving the main idea of the story.

The Land of Ice and Snow _____
The Polar Bear's White Coat _____
Eskimos Hunting for the Polar Bear _____

The answer given was: right _____ wrong _____

1911

1912

1913

1914

1915

1916

1917

1918

1919

1920

1921

1922

1923

1924

LESSON 11

CHECK PAGE

You have read the story of the Woodpecker.

1. Question: Put a check mark after the title that gives the main thought of the story.

A Hole in a Tree _____
 Ants and Bugs on a Tree Trunk _____
 Food for the Woodpecker _____

The Answer given was: right _____ wrong _____

2. Question: Which of these titles gives the main thought of the story? Put a check mark after your answer.

Planting Corn _____
 Fishing Through the Ice _____
 How Squanto Helped the Pilgrims _____
 Hunting Deer and Turkeys _____

The answer given was: right _____ wrong _____

3. Question: Which of these titles fits the main thought of the story? Mark your answer with a check mark.

Swimming and Boating _____
 A Good Camping Trip _____
 Good Campers _____
 A Day at Camp _____

The answer given was: right _____ wrong _____

LESSON 12

CHECK PAGE

1. You have read the first story about Beavers. From the titles below, choose the one that gives the main thought of your story.

The Beavers' Sharp Teeth _____
 Food for the Beavers _____
 A Busy Beaver _____
 Hard Work _____
 How the Beaver Cuts Down Trees _____

The answer given was: right _____ wrong _____

2. Check the best title for the Pilgrim story.

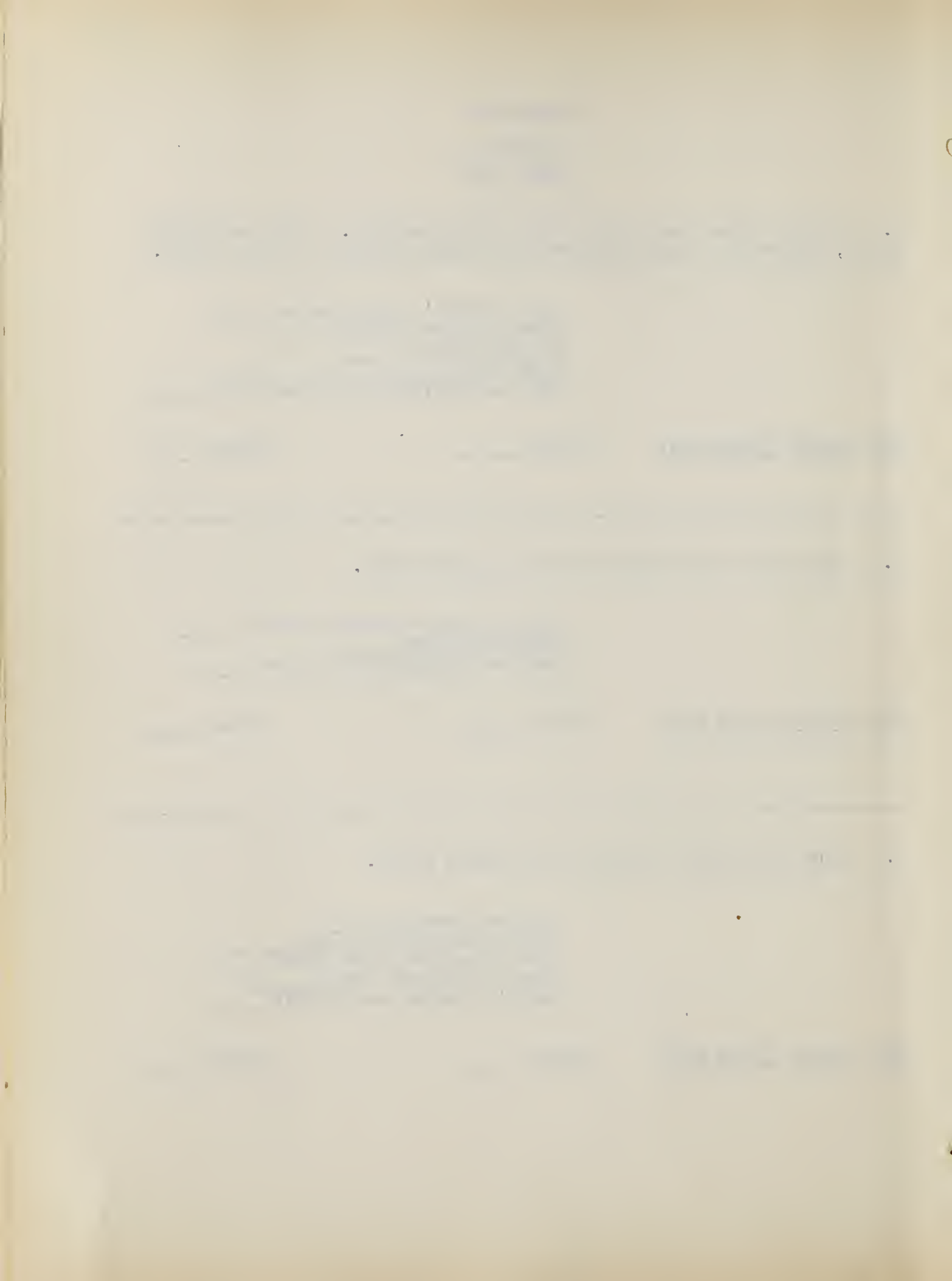
The Pilgrims' Second Winter _____
 Plenty of Corn _____
 How the Pilgrims Used Corn _____

The Answer given was: right _____ wrong _____

3. Check the Best title for the Indian story.

Indian Travel _____
 Music for Dancing Feet _____
 Warm Blankets from Skins _____
 Uses of Animal Skins _____
 Baby's Cradle and Rattle _____

The answer given was: right _____ wrong _____



LESSON 13

CHECK PAGE

You have read the first story on the page.

1. Question: Put a check mark after the title that gives the main thought of the story.

Making A Harness _____
Father Hunts for Food _____
How the Eskimo Family Works _____
Tools Made From Bones _____

The answer given was: right _____ wrong _____

2. Question: Put a check mark after the title that best **tells** the main thought of the story.

Camels in the Desert _____
People Travel on Camels _____
Water for Date Trees _____
The Work Camels Do _____

The answer given was: right _____ wrong _____

3. Question: Put a check mark after the title that gives the main thought of the story.

How the Indians Made Paint _____
Bright Colored Pictures _____
Indian Pictures _____

The Answer given was: right _____ wrong _____

LESSON 14

CHECK SHEET

Directions: From the three names listed below see if you can pick the best name for your picture.

Shoveling Snow _____

Sliding in the Snow _____

Fun in the Snow _____

Answer given was: right _____

wrong _____

Pick the best name for your second picture from this group.

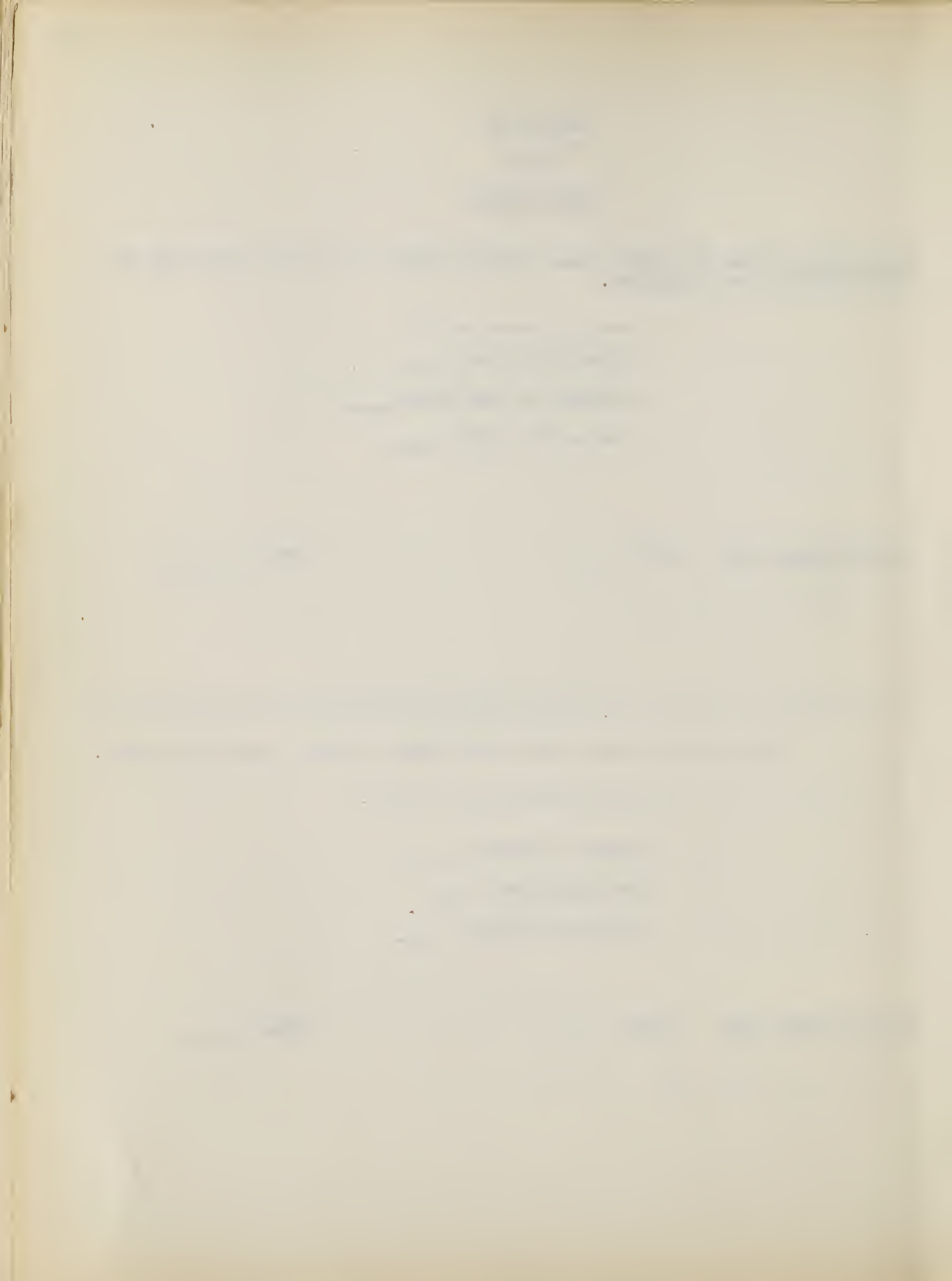
Signs of Spring _____

Jumping Rope _____

Playing Marbles _____

Answer given was: right _____

wrong _____



LESSON 15

CHECK SHEET

You have read your poem. Put a check mark after the answer to the questions below.

1. What title in the list below fits your poem best?

When I Am Big _____

Airplanes _____

A Path Across the Sky _____

The answer given was: right _____ wrong _____

2. What title fits the second poem best?

Yellow Pumpkins _____

Black Shadows _____

Black and Gold _____

The answer given was: right _____ wrong _____

LESSON 16

CHECK SHEET

Directions: There are three pictures in the story you have just read. The three pictures are listed below. Number these pictures in the order in which they are described in your story.

1.

A Carpenter Building A House _____

Men Cutting Trees in the Forest _____

Trucks Taking Logs to the Sawmill _____

The order given was: right _____ wrong _____

The story of how the Indians moved from one place to another could be told in four pictures. See if you could arrange these pictures as they happened in your story. Number the pictures from one to four in their correct order.

2.

The Dog Dragging the Load _____

Mother Taking Down the Tepee _____

Meeting Father in the Woods _____

Mother and the Children Going Through the Woods _____

The order given was: right _____ wrong _____

LESSON 17

CHECK SHEET

1. The important events that tell the story about making pottery in Mexico are listed below. Read them carefully and see if you can number them in the proper order as they were told in the story.

People looking at the bowls in the market place _____

Decorating the bowls with pictures _____

Mixing the clay with water _____

Shaping the bowls _____

The order given was: right _____ wrong _____

2. See if you can number from 1 to 4 the events listed below as they were told in the story about the dogs who helped people who were in trouble when they crossed the mountains in the early days.

Priests taking care of the travellers _____

Priests taking the travellers to their home _____

Dogs finding people in the snow _____

Traveller thanking the priests and the dog _____

The order given was: right _____ wrong _____

LESSON 18

CHECK SHEET

1. The four important events listed below happened in the story that you have just read about the holiday in Switzerland. See if you can arrange these events in the right order as they happened in your story. Read the four events. Put number 1 before the first event, as it was mentioned in your story. Put number 2 before what happened next. Put number 3 before the third event, and number 4 before the last event that happened.

-
- ☐ The women decorated the cows
 - ☐ The men climbed the mountain and waved their hats
 - ☐ The men paraded through the street with the cows
 - ☐ The people danced and played games

The order given was: right _____ wrong _____

2. The important events in the story about the little girl who wanted to visit her grandmother are listed below. See if you can number them as they happened in your story.

-
- ☐ The man walking to the station with the little girl
 - ☐ The little girl crying on the porch
 - ☐ The little girl thanking the kind man at the station
 - ☐ The man putting the trunk in the baggage car

The order given was: right _____ wrong _____

LESSON 19

CHECK SHEET

Directions: The important pictures that tell the story about wheat being made into bread and rolls are listed below. Read them carefully and see if you can number them in the correct order as they were told in the story.

1.

Bakers Making Bread and Rolls _____

Farmers Working in the Wheat Fields _____

People Buying Bread at the Stores _____

Men in the Mill Putting Flour into Barrels and Bags _____

Order given was: right _____

wrong _____

Number the pictures that tell the story of how we get bananas to the stores and markets of America.

2.

Loading Bananas on Boats _____

Trucks Delivering Bananas to Market _____

Men Cutting Bunches of Bananas From Trees _____

Banana Trees Growing on Farms _____

Order given was: right _____

wrong _____

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LESSON 20

CHECK SHEET

Directions: The story of Abe Lincoln and His Dog could be told in four pictures. Can you number these pictures that are listed below in the proper order?

1.

Abe Running With the Dog in His Arms _____

Dog Chasing A Squirrel Through the Woods _____

Packing Belongings Into the Covered Wagon _____

The Dog Walking Near the Wagon _____

The order given was: right _____

wrong _____

Number the pictures that tell the story of The Lion and the Mouse in the order that they appear in your story.

2.

The Mouse Cutting the Ropes _____

The Lion With the Mouse Under His Paw _____

The Lion and the Mouse Running Through the Woods _____

The Mouse Running Away From the Lion _____

The order given was: right _____

wrong _____

1874

1875

1876

1877

1878

1879

1880

1881

1882

LESSON 21

CHECK SHEET

Directions: You have read the stories. Place a check mark after the correct detail as it was mentioned in your story.

-1-

The big bear would steal the baby bees _____
 The big bear would steal the honey _____
 The big bear would steal the beehive _____

The beehive is very hot _____
 The beehive is very small _____
 The beehive is very crowded _____

Bees are lazy workers _____
 Bees are busy workers _____
 Bees are slow workers _____

The answers given were: _____ right _____ wrong _____

-2-

It is very hard to train elephants to do tricks _____
 It is very easy to train elephants to do tricks _____
 It is not difficult to train elephants to do tricks _____

Elephants are sometimes in the circus show _____
 Elephants are often in the circus show _____
 Elephants are always in the circus show _____

Elephants live a short life _____
 Elephants live a long life _____

The answers given were: _____ right _____ wrong _____

-3-

Indians always worked alone _____
 Indians always worked in small groups _____
 Indians always worked in large groups _____

A war club had a hard head _____
 A war club had a stone head _____
 A war club had a copper head _____

A good Indian weapon could shoot its arrow straight _____
 A good Indian warrior could shoot his arrow straight _____

The answers given were: _____ right _____ wrong _____

LESSON 22

CHECK SHEET

Directions: You have read the stories. Place a check mark after the correct detail as it was mentioned in your story.

-1-

The organ man comes to the playground _____

The organ man comes to the beach _____

The organ man comes to the lake _____

The people catch money in the street _____

The people throw money in the street _____

The people watch money in the street _____

The people listen to the music _____

The people listen to the monkey _____

The people listen to the crowds _____

The answers given were: right _____ wrong _____

-2-

The squirrel's nest is in a hole in a tree _____

The squirrel's nest is in a hole in a wall _____

The squirrel's nest is in a hole in the ground _____

When he is hungry he eats some of the nuts _____

When he is hungry he eats all of the nuts _____

When he is hungry he eats most of the nuts _____

He gathered the nuts during the summer _____

He gathered the nuts during the winter _____

He gathered the nuts before the winter came _____

The answers given were: right _____ wrong _____

-3-

The caterpillar fastened itself by its hind legs _____

The caterpillar fastened itself by its front feet _____

The caterpillar fastened itself by its head _____

The caterpillar twisted its head _____

The caterpillar moved its head up and down _____

The caterpillar moved its head in and out _____

The caterpillar will change into a butterfly _____

The cocoon will change into a butterfly _____

The answers given were: right _____ wrong _____

LESSON 23

CHECK SHEET

Directions: You have read the stories. Place a check mark after the correct detail as it was mentioned in your story.

-1-

Father Indian never pitched his tent near the water _____
 Father Indian always pitched his tent near the water _____
 Father Indian sometimes pitched his tent near the water _____

It was good to be near the water if you wanted to go hunting _____
 It was good to be near the water if you wanted to go fishing _____
 It was good to be near the water if you wanted to go shooting _____

Father used water for cooking _____
 Mother used water for cooking _____
 Big Brother used water for cooking _____

The answers given were: right _____ wrong _____

-2-

Reindeer live in very cold countries _____
 Reindeer live in very warm countries _____
 Reindeer live in very wet countries _____

Reindeer can travel in the sand _____
 Reindeer can travel in the snow _____
 Reindeer can travel in the mud _____

Warm blankets are made from the bones of the reindeer _____
 Warm blankets are made from the meat of the reindeer _____
 Warm blankets are made from the skin of the reindeer _____

Reindeer are strong animals _____
 Reindeer are large animals _____
 Reindeer are useful animals _____

The answers given were: right _____ wrong _____

-3-

In winter cows stays in the fields _____
 In winter cows stay in barns _____
 In winter cows stay in pastures _____

A good farmer keeps his cows healthy _____
 A good farmer keeps his cows happy _____

Cows drink a little water _____
 Cows drink plenty of water _____
 Cows drink some water _____

The answers given were: right _____ wrong _____

LESSON 24

CHECK SHEET

Directions: You have read the stories. Place a check mark after the correct detail as it was mentioned in your story.

 -1-

The Arabs move when the water is all gone _____
 The Arabs move when the water is almost gone _____
 The Arabs move when the well is full of water _____

The camels sit while the women pack the load on their backs _____
 The camels kneel while the women pack the load on their backs _____
 The camels stand while the women pack the load on their backs _____

The camels work hard loading water _____
 The camels work hard carrying water _____
 The camels work hard drinking water _____

The caravan rests early in the day _____
 The caravan rests in the middle of the day _____
 The caravan rests late in the night _____

The men pack the loads on the camels' backs _____
 The women pack the loads on the camels' backs _____
 The servants pack the loads on the camels' backs _____

The answers given were: right _____ wrong _____

 -2-

Some countries have too many rats _____
 Some countries have too many rabbits _____
 Some countries have too many sheep _____

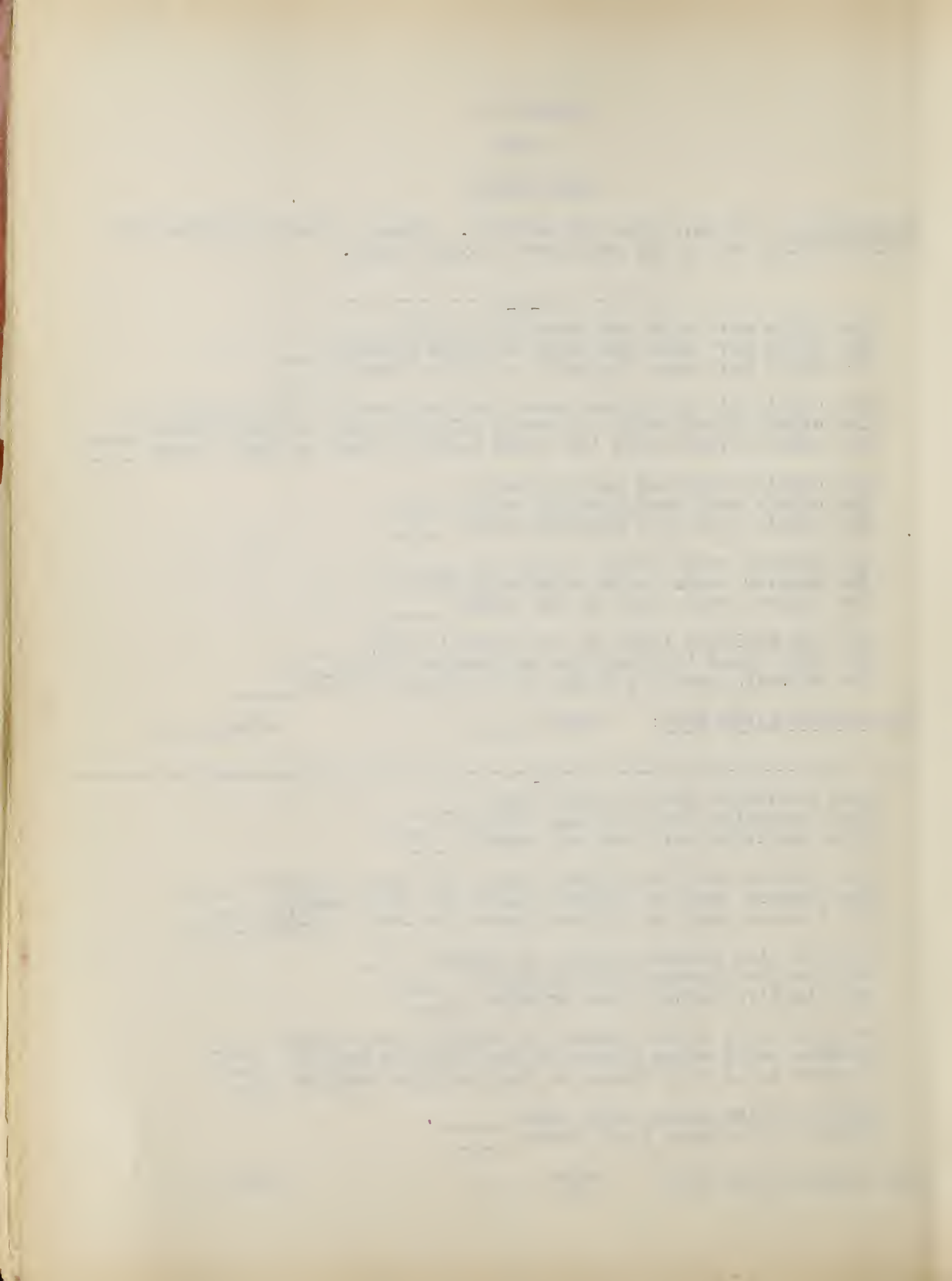
The farmers need the garden plants for their families _____
 The farmers need the garden plants for their sheep _____
 The farmers need the garden plants for their rabbits _____

Rabbits give farmers plenty of trouble _____
 Rabbits give farmers little trouble _____
 Rabbits give farmers some trouble _____

Farmers build wooden fences to keep out the rabbits _____
 Farmers build stone fences to keep out the rabbits _____
 Farmers build wire fences to keep out the rabbits _____

Rabbits climb young fruit trees _____
 Rabbits help young fruit trees _____

The answers given were: right _____ wrong _____



LESSON 25

CHECK SHEET

Directions: You have read the stories. Place a check mark after the correct detail as it was mentioned in your story.

-1-

- The trees are tapped in late summer _____
 The trees are tapped in early spring _____
 The trees are tapped in early summer _____
- Long ago the Pilgrims made maple sugar candy _____
 Long ago the Indians made maple sugar candy _____
 Long ago the children made maple sugar candy _____
- This juice is boiled in large kettles _____
 This juice is boiled in copper kettles _____
 This juice is boiled in small kettles _____

The answers given were: right _____ wrong _____

-2-

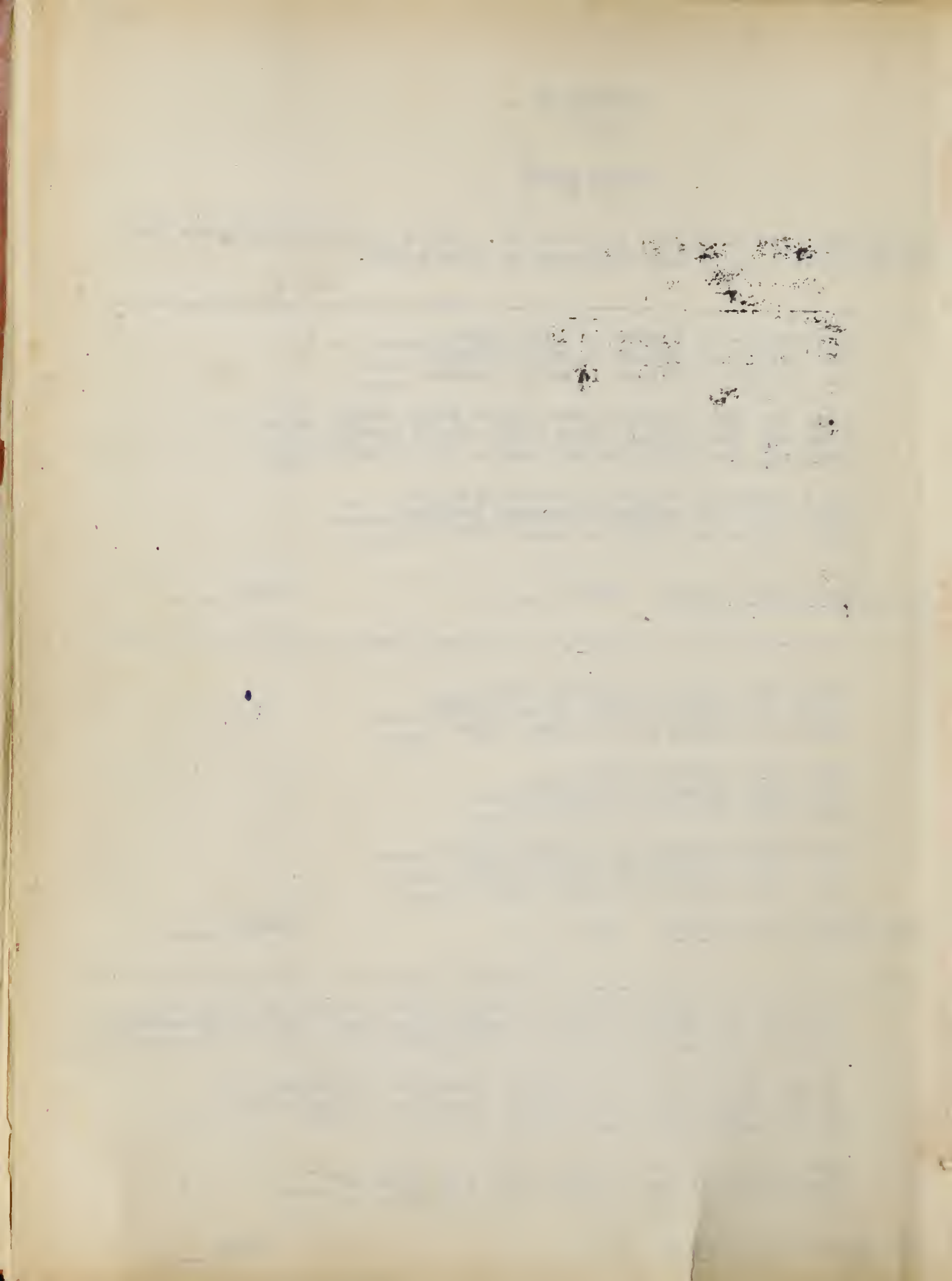
- Birds fly south in spring time _____
 Birds fly south before winter comes _____
 Birds fly south after summer time _____
- The birds travel alone _____
 The birds travel in pairs _____
 The birds travel in flocks _____
- The leader knows the easiest route _____
 The leader knows the safest route _____
 The leader knows the best route _____

The answers given were: right _____ wrong _____

-3-

- It took two days to send a letter from New York to Worcester _____
 It took two weeks to send a letter from New York to Worcester _____
 It took two months to send a letter from New York to Worcester _____
- In the early days the mailman travelled by train _____
 In the early days the mailman travelled on horseback _____
 In the early days the mailman travelled by bus _____
- Many times he had trouble with his horse _____
 Many times he had trouble with the Indians _____
 Many times he had trouble with the robbers _____

The answers given were: right _____ wrong _____



SAMPLE WORKBOOK

Kuhlmann-Anderson Tests

Fifth Edition

GRADE III

NAME Boy Girl

Grade Teacher

Date School
Year Month Day

Born City
Year Month Day

Age
Years Months Days

Test Results

EDUCATIONAL TEST BUREAU — Minneapolis - Nashville - Philadelphia

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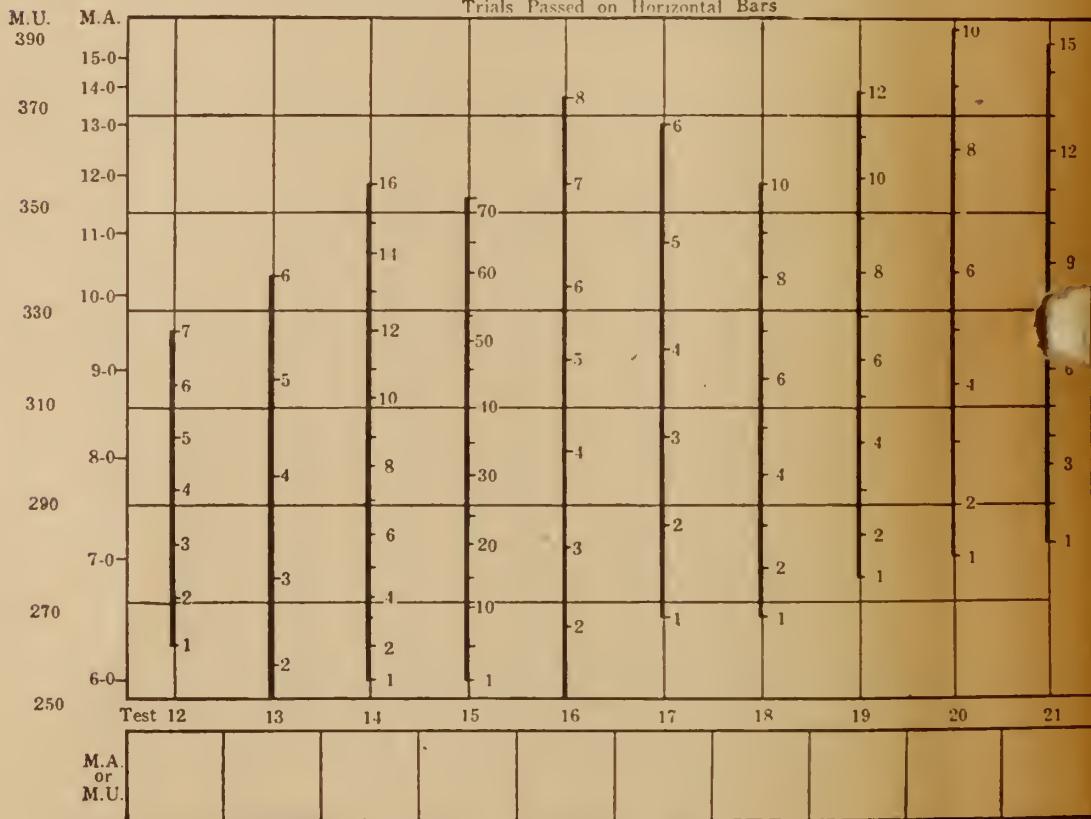
TABULATIONS

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|-------|------|-------|------|-------|------|-------|-------|-------|-------|
| | | 273 — | 6-9 | 306 — | 8-4 | 332 — | 9-11 | 352 — | 12-6 |
| | | 275 — | 6-10 | 307 — | 8-5 | 333 — | 10-0 | 353 — | 12-7 |
| | | 277 — | 6-11 | 309 — | 8-6 | 334 — | 10-1 | 354 — | 11-8 |
| 238 — | 5-5 | 279 — | 7-0 | 310 — | 8-7 | 335 — | 10-2 | 355 — | 11-9 |
| 241 — | 5-6 | 281 — | 7-1 | 312 — | 8-8 | 337 — | 10-3 | 356 — | 11-10 |
| 242 — | 5-7 | 282 — | 7-2 | 313 — | 8-9 | 338 — | 10-4 | 357 — | 11-11 |
| 245 — | 5-8 | 284 — | 7-3 | 315 — | 8-10 | 339 — | 10-5 | 363 — | 12-6 |
| 248 — | 5-9 | 286 — | 7-4 | 316 — | 8-11 | 340 — | 10-6 | 366 — | 12-10 |
| 250 — | 5-10 | 288 — | 7-5 | 318 — | 9-0 | 341 — | 10-7 | 368 — | 13-0 |
| 252 — | 5-11 | 290 — | 7-6 | 319 — | 9-1 | 342 — | 10-8 | 370 — | 13-3 |
| 254 — | 6-0 | 291 — | 7-7 | 320 — | 9-2 | 343 — | 10-9 | 374 — | 13-9 |
| 257 — | 6-1 | 293 — | 7-8 | 322 — | 9-3 | 344 — | 10-10 | 375 — | 13-10 |
| 259 — | 6-2 | 295 — | 7-9 | 323 — | 9-4 | 345 — | 10-11 | 376 — | 14-0 |
| 261 — | 6-3 | 296 — | 7-10 | 324 — | 9-5 | 346 — | 11-0 | 379 — | 14-5 |
| 263 — | 6-4 | 298 — | 7-11 | 326 — | 9-6 | 347 — | 11-1 | 385 — | 15-3 |
| 265 — | 6-5 | 300 — | 8-0 | 327 — | 9-7 | 348 — | 11-2 | 388 — | 15-8 |
| 267 — | 6-6 | 301 — | 8-1 | 328 — | 9-8 | 349 — | 11-3 | ..... |  |
| 269 — | 6-7 | 303 — | 8-2 | 329 — | 9-9 | 350 — | 11-4 | ..... |  |
| 271 — | 6-8 | 304 — | 8-3 | 331 — | 9-10 | 351 — | 11-5 | ..... |  |

* Zero scores and M.U. or M.A. scores above and below those listed should be written in these spaces.
To find the median Mental Growth Units or Mental Age take the average of the 5th & 6th scores.

PROFILE GRAPH

Trials Passed on Horizontal Bars



Median Mental Age or Median Mental Growth Units



1



2



3



4



5



6



7





1



2



3



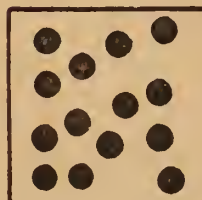
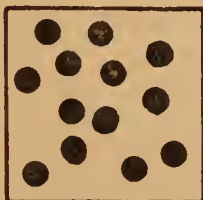
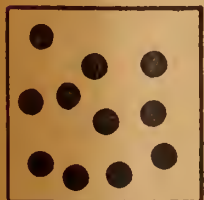
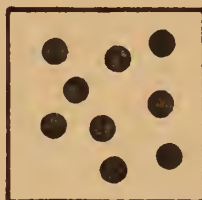
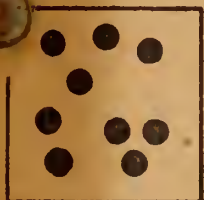
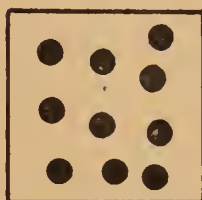
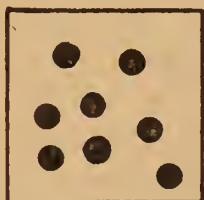
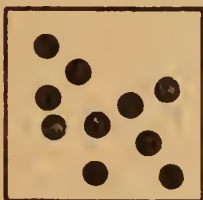
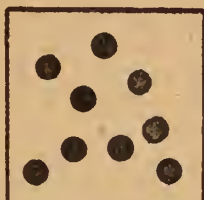
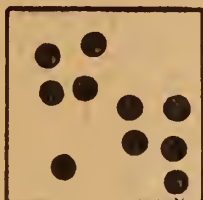
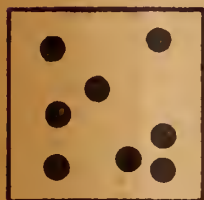
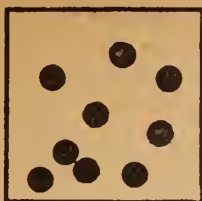
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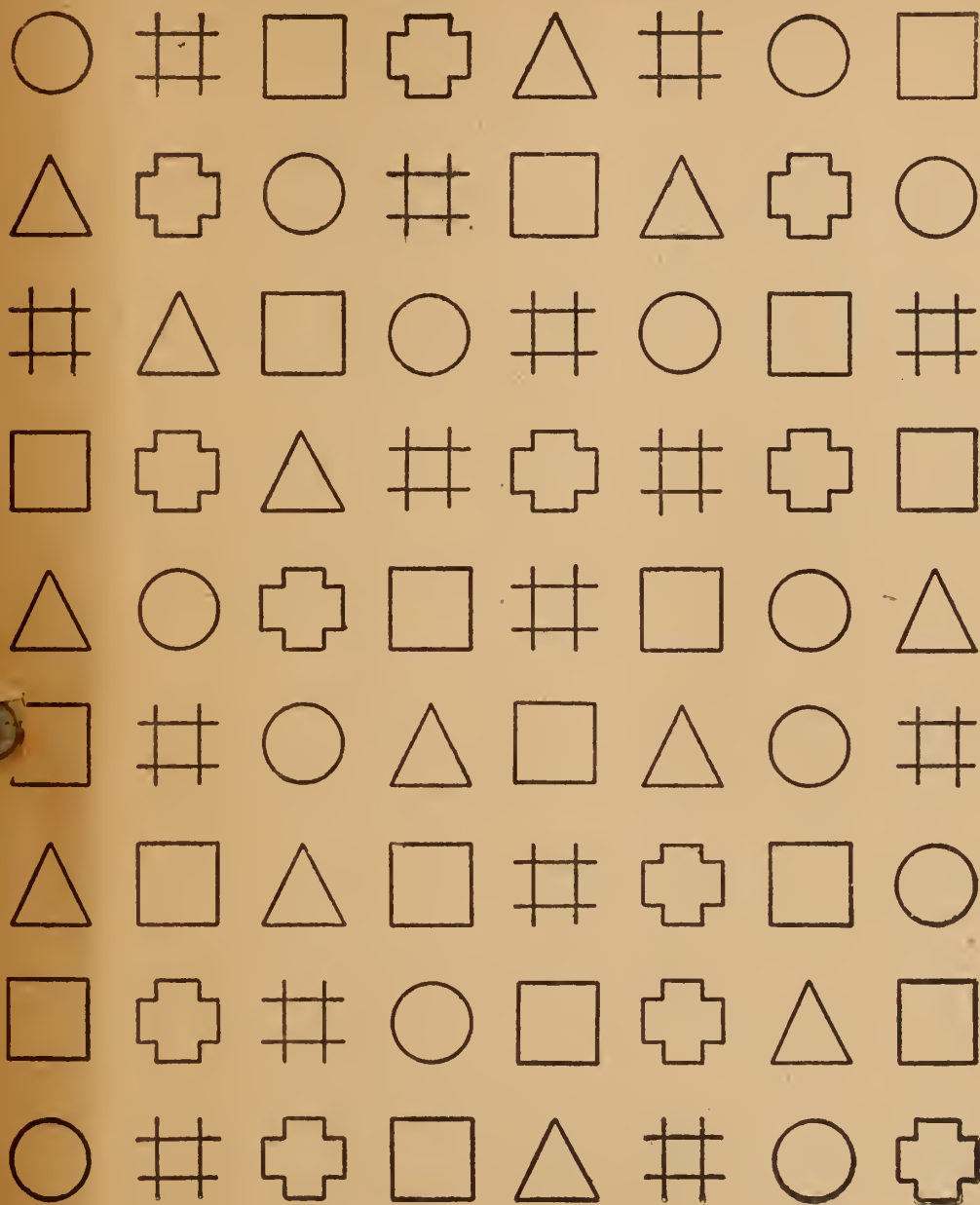


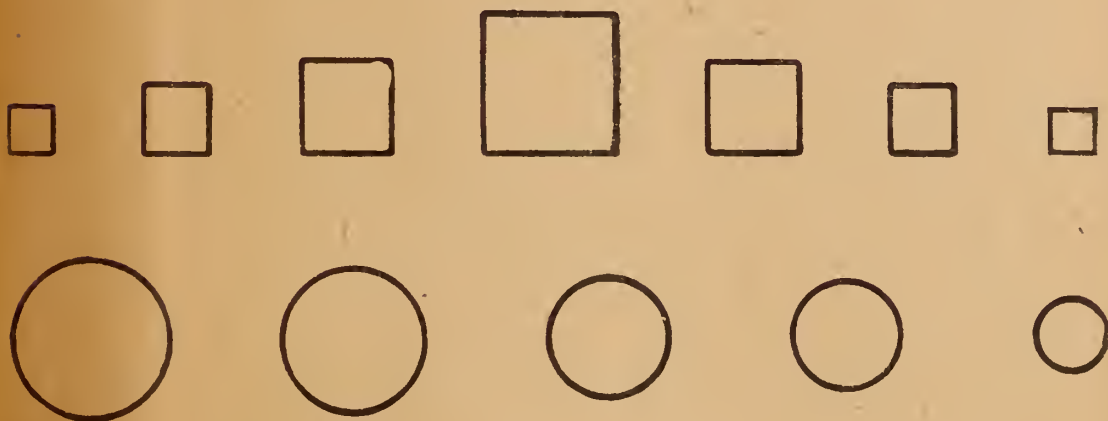
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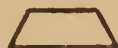
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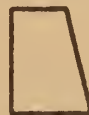
1



2



3



4



5



6

EXAMPLES:

Y-B-O.....

E-M-T-I.....

1. N-M-A.....

2. L-A-B-L.....

3. B-Y-A-B.....

4. X-B-O.....

5. O-C-W.....

6. G-L-R-I.....

7. K-O-B-O.....

8. V-H-A-E.....

9. M-O-S-U-E.....

10. P-N-I-L-C-E.....

1 2 3 4 5 6 7 8 9
A E U B D G C F H

EXAMPLES:

(A) 1 6 2

(B) 8 1 7 2

(1) 5 3 6

(2) 9 1 5

(3) 5 3 2

(4) 4 1 6

(5) 2 1 7 9

(6) 9 3 6 2

(7) 4 2 1 5

(8) 1 6 3 2

(9) 7 9 1 8 2

(10) 8 3 5 6 2

(11) 4 2 5 1 3 4

(12) 5 2 4 1 3 7 9



1



2



3



5



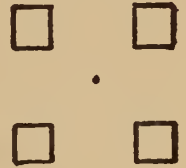
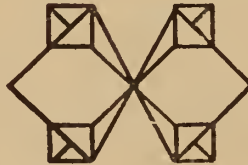
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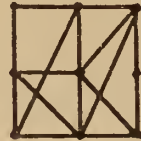
7



8



9



10



EXAMPLES:

bread meat eggs plate cheese
bush stone tree flower grass

1. top rattle doll sled playing
2. book marbles pencil map 'slate
3. cup saucer plate spoon bowl
4. skating language arithmetic spelling reading
5. apples peaches nuts pears cherries
6. mother cousin brother aunt friend
7. town house village hamlet city
8. sparrow butterfly bee rabbit eagle
9. you we and I he
10. free happy glad joyous pleased
11. automobile ship motorcycle bicycle airplane
12. general ensign major colonel captain
13. energetic ambitious cautious industrious zealous
14. amazement wonder surprise astonishment anger
15. foolhardy dangerous reckless venturesome rash

DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING ACHIEVEMENT TEST

By DONALD D. DURRELL
Professor of Education and Director of the Educational Clinic
Boston University

and HELEN BLAIR SULLIVAN
Associate Director of the Educational Clinic
Boston University

Primary
Achievem't

A

PRIMARY TEST: FORM A

Name.....Grade.....Teacher.....Boy or girl.....

Age.....When is your next birthday?.....How old will you be then?.....


Name of school.....City and State.....Date.....

| TEST | SCORE | GRADE EQUIVA- LENT | AGE EQUIVA- LENT |
|--------------------------|-------|--------------------------|------------------------|
| 1. Word Meaning | | | |
| 2. Paragraph Meaning | | | |
| Average | | | |
| OPTIONAL TESTS | | | |
| 3. Spelling | | | |
| 4. Written Recall Rating | | | |

Patent No. 1,586,628

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TEST 1. WORD MEANING

Samples.

| | | | | | | | | | | |
|--|------------|------------|-------------|------------|----------------|----|---|---|---|---|
| An <i>apple</i> is a kind of — | 1 paint | 2 metal | 3 animal | 4 fruit | 5 chair..... | 1 | 2 | 3 | 4 | 5 |
| <i>Large</i> means — | 1 angry | 2 big | 3 hurt | 4 little | 5 like | 1 | 2 | 3 | 4 | 5 |
| To <i>shut</i> means to — | 1 help | 2 give | 3 take | 4 run | 5 close | 1 | 2 | 3 | 4 | 5 |
| 1. A <i>dog</i> is an — | 1 answer | 2 elephant | 3 animal | 4 excuse | 5 orange | 1 | 2 | 3 | 4 | 5 |
| 2. A <i>robin</i> is a — | 1 crow | 2 bird | 3 bug | 4 flower | 5 leaf | 1 | 2 | 3 | 4 | 5 |
| 3. To <i>bring</i> is to — | 1 find | 2 carry | 3 think | 4 lose | 5 fall | 1 | 2 | 3 | 4 | 5 |
| 4. <i>Small</i> means — | 1 hurry | 2 large | 3 little | 4 like | 5 help | 1 | 2 | 3 | 4 | 5 |
| 5. To <i>fall</i> is to — | 1 pay | 2 lift | 3 touch | 4 drop | 5 face | 1 | 2 | 3 | 4 | 5 |
| 6. To <i>bake</i> is to — | 1 break | 2 lose | 3 cook | 4 speak | 5 copy | 1 | 2 | 3 | 4 | 5 |
| 7. A <i>dollar</i> is — | 1 copper | 2 money | 3 business | 4 healthy | 5 clothing | 1 | 2 | 3 | 4 | 5 |
| 8. A <i>voice</i> is used to — | 1 clamp | 2 speak | 3 point | 4 write | 5 mark... | 1 | 2 | 3 | 4 | 5 |
| 9. A <i>potato</i> is a — | 1 song | 2 planet | 3 vegetable | 4 table | 5 postman.. | 1 | 2 | 3 | 4 | 5 |
| 10. <i>Beef</i> is a kind of — | 1 horse | 2 boat | 3 maze | 4 ranch | 5 meat..... | 1 | 2 | 3 | 4 | 5 |
| | | | | | | 2→ | | | | |
| 11. To <i>chop</i> means — | 1 roll | 2 note | 3 come | 4 chide | 5 cut | 1 | 2 | 3 | 4 | 5 |
| 12. If a thing is <i>above</i> , it is — | 1 glad | 2 pleasant | 3 short | 4 higher | 5 between | 1 | 2 | 3 | 4 | 5 |
| 13. A thing that is <i>bent</i> is — | 1 warm | 2 sharp | 3 crooked | 4 straight | 5 tight... | 1 | 2 | 3 | 4 | 5 |
| 14. <i>Travel</i> means — | 1 trouble | 2 journey | 3 serious | 4 prepare | 5 junction.. | 1 | 2 | 3 | 4 | 5 |
| 15. <i>Oil</i> is used for — | 1 fuel | 2 water | 3 fun | 4 writing | 5 presents.... | 1 | 2 | 3 | 4 | 5 |
| 16. <i>Quarrel</i> means — | 1 stop | 2 travel | 3 fight | 4 forget | 5 throw..... | 1 | 2 | 3 | 4 | 5 |
| 17. A <i>hall</i> is a — | 1 horn | 2 road | 3 tooth | 4 room | 5 field | 1 | 2 | 3 | 4 | 5 |
| 18. An <i>island</i> is surrounded by — | 1 sugar | 2 gardens | 3 earth | 4 salad | 5 water | 1 | 2 | 3 | 4 | 5 |
| 19. <i>Remain</i> means — | 1 ride | 2 measure | 3 happen | 4 stay | 5 accompany .. | 1 | 2 | 3 | 4 | 5 |
| 20. <i>Salt</i> is used on — | 1 holidays | 2 water | 3 food | 4 birds | 5 flowers .. | 1 | 2 | 3 | 4 | 5 |
| 21. <i>Marriage</i> means — | 1 image | 2 civil | 3 bitter | 4 obtain | 5 wedding .. | 1 | 2 | 3 | 4 | 5 |
| 22. A <i>carpenter</i> makes things of — | 1 iron | 2 stone | 3 cement | 4 wood | 5 grass | 1 | 2 | 3 | 4 | 5 |
| 23. A <i>maid</i> is a — | 1 smile | 2 father | 3 girl | 4 heart | 5 fruit | 1 | 2 | 3 | 4 | 5 |
| 24. A <i>palace</i> is a — | 1 crown | 2 storm | 3 land | 4 building | 5 policeman.. | 1 | 2 | 3 | 4 | 5 |
| 25. A <i>helmet</i> is worn on the — | 1 knees | 2 breast | 3 feet | 4 elbows | 5 head | 1 | 2 | 3 | 4 | 5 |

(Go right on to the next page.)

| | 1 | 2 | 3 | 4 | 5 |
|---|--------------|-------------|-------------|-------------|-------------|
| 26. When you <i>miss school</i> , you are — | 1 tardy | 2 absent | 3 present | 4 taught | 5 fair |
| 27. A person is <i>alone</i> who is without — | 1 money | 2 food | 3 company | 4 shelter | 5 danger |
| 28. A <i>stomach</i> is part of the — | 1 sea | 2 sky | 3 body | 4 country | 5 world |
| 29. A man's <i>daughter</i> is his — | 1 parent | 2 child | 3 sister | 4 son | 5 niece |
| 30. <i>Ill</i> means — | 1 sick | 2 hungry | 3 well | 4 safe | 5 sorry |
| 31. <i>Excellent</i> means very — | 1 weak | 2 poor | 3 happy | 4 good | 5 tired |
| 32. A <i>hive</i> is for — | 1 oil | 2 school | 3 bees | 4 peaches | 5 rubbers |
| 33. To <i>tumble</i> is to — | 1 type | 2 ask | 3 knock | 4 fall | 5 tickle |
| 34. A <i>grandparent</i> is an — | 1 antagonist | 2 elephant | 3 ancestor | 4 impostor | 5 umpire |
| 35. A <i>smell</i> is an — | 1 amount | 2 answer | 3 office | 4 odor | 5 idea |
| 36. An <i>elm</i> is a — | 1 mold | 2 helm | 3 hug | 4 tree | 5 tool |
| 37. A <i>mule</i> is a — | 1 splinter | 2 pearl | 3 beast | 4 ditch | 5 handle |
| 38. <i>Costly</i> things are — | 1 expensive | 2 pliant | 3 scorched | 4 liberal | 5 domestic |
| 39. An <i>author</i> is a — | 1 writer | 2 policeman | 3 statesman | 4 treasurer | 5 patron |
| 40. A <i>mayor</i> is an — | 1 expert | 2 animal | 3 invalid | 4 umbrella | 5 official |
| 3 → | | | | | |
| 41. A <i>zone</i> is a — | 1 number | 2 stepson | 3 region | 4 sliver | 5 habit |
| 42. To <i>injure</i> is to — | 1 slump | 2 insure | 3 wound | 4 sell | 5 splash |
| 43. To <i>rouse</i> means to — | 1 waken | 2 rule | 3 roast | 4 throw | 5 love |
| 44. <i>Mild</i> means — | 1 gentle | 2 price | 3 wild | 4 new | 5 behind |
| 45. <i>Wicked</i> means — | 1 generous | 2 grateful | 3 unselfish | 4 evil | 5 brilliant |
| 46. To make <i>preparations</i> is to get — | 1 over | 2 measles | 3 ready | 4 upon | 5 cloudy |
| 47. A <i>selection</i> is a — | 1 choice | 2 capital | 3 desire | 4 bullet | 5 folder |
| 48. To <i>tour</i> is to — | 1 prepare | 2 toast | 3 lean | 4 travel | 5 trust |
| 49. <i>Twinkle</i> means — | 1 wrinkle | 2 ringing | 3 pitiful | 4 glisten | 5 feeble |
| 50. <i>Coarse</i> cloth is — | 1 smooth | 2 fine | 3 rough | 4 cold | 5 short |

TEST 2. PARAGRAPH MEANING

Sample.

One warm, sunny day Helen and her brother went on a trip to the beach. Their mother and aunt went with them. They took their bathing suits so that they could all go into the water. When noontime came, they had lunch on the sand. After lunch the children gathered sea shells. They saw a starfish and some funny little crabs.

A. What did Helen and her brother do?

- | | | | | | | | |
|--------------------------|------------------------|-------------------|---|---|---|---|---|
| 1 went to see their aunt | 2 went to the seashore | 3 went on a train | 1 | 2 | 3 | 4 | 5 |
| 4 went for crabs | 5 went fishing | | 1 | 2 | 3 | 4 | 5 |

B. The weather was —

- | | | | | | | | | | |
|---------|---------|--------|----------|---------|---|---|---|---|---|
| 1 quiet | 2 funny | 3 fair | 4 gloomy | 5 rainy | 1 | 2 | 3 | 4 | 5 |
|---------|---------|--------|----------|---------|---|---|---|---|---|

C. The best name for this story is —

- | | | | | | | | |
|----------------------|-----------------------|-------------------------|---|---|---|---|---|
| 1 Helen and Her Aunt | 2 Gathering Shells | 3 Eating Lunch Outdoors | 1 | 2 | 3 | 4 | 5 |
| 4 One Warm Day | 5 A Trip to the Beach | | 1 | 2 | 3 | 4 | 5 |

I

6→

Mary and John go to camp as soon as school closes in the summer. They go on the train and stay until it is time for school to open again in the fall. They have a happy time at camp because there are many other boys and girls there too. They ride, swim, and play games together every day.

1. When do Mary and John go to camp?

- | | | | | | | | | |
|-----------------|-----------------------|---------------|----------------------|---|---|---|---|---|
| 1 before school | 2 when school is over | 3 in the fall | 4 when school starts | 1 | 2 | 3 | 4 | 5 |
| 5 every day | | | | 1 | 2 | 3 | 4 | 5 |

2. Which word tells what kind of a time the children have at camp?

- | | | | | | | | | | |
|------------|-------|----------|---------|---------|---|---|---|---|---|
| 1 lonesome | 2 sad | 3 joyous | 4 funny | 5 weary | 1 | 2 | 3 | 4 | 5 |
|------------|-------|----------|---------|---------|---|---|---|---|---|

3. How do the children travel to camp?

- | | | | | | | | | | |
|--------------|------------|--------------------|------------|------------------|---|---|---|---|---|
| 1 on a train | 2 on a bus | 3 in an automobile | 4 on a car | 5 in an airplane | 1 | 2 | 3 | 4 | 5 |
|--------------|------------|--------------------|------------|------------------|---|---|---|---|---|

4. The best name for this story would be —

- | | | | | | | | |
|--------------------|--------------------|-----------------------|---|---|---|---|---|
| 1 Close of School | 2 Playing Games | 3 A Trip on the Train | 1 | 2 | 3 | 4 | 5 |
| 4 A Summer at Camp | 5 The Boys at Camp | | 1 | 2 | 3 | 4 | 5 |

5. Mary and John enjoy camp life because they —

- | | | | | |
|--|------------------------------|--|--|--|
| 1 are glad to be away for the summer | 2 like the ride on the train | | | |
| 3 are glad to be out of school | 4 like to study nature | | | |
| 5 have fun playing games with the other children | | | | |

II

Jack had a new fish line. His father took him fishing in a little brook at the back of his grandfather's house. Jack was the first to feel a bite. There was a strong pull at his line. He tried hard to pull the fish out of the water, but it pulled so hard his father had to help him. He was happy when he saw his fish lying on the grass near the stream.

6. Jack went —

- | | | | | | | | |
|------------------------------|------------------------|---------------------------|---|---|---|---|---|
| 1 to his grandfather's house | 2 into the water | 3 fishing with his father | 1 | 2 | 3 | 4 | 5 |
| 4 to buy a fish line | 5 to the ocean to fish |  | \|\| | \|\| | \|\| | \|\| | \|\| |

7. The fish —

- | | | | | | | | | | |
|----------|-------------|-------|---------|--------|---|---|---|---|---|
| 1 helped | 2 struggled | 3 ate | 4 tried | 5 fell | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | | | |

8. Jack tried to —

- | | | | | | | | |
|-------------------------|------------------------|---------------------|---|---|---|---|---|
| 1 fish near the stream | 2 pull his father back | 3 land his own fish | 1 | 2 | 3 | 4 | 5 |
| 4 put fish in the brook | 5 lie on the grass |  | \|\| | \|\| | \|\| | \|\| | \|\| |

9. The best name for this story is —

- | | | | | | | | |
|---------------------------|----------------------|-----------------------|---|---|---|---|---|
| 1 A Trip to Grandfather's | 2 Catching Some Fish | 3 Jack's Fishing Trip | 1 | 2 | 3 | 4 | 5 |
| 4 Buying a New Fish Line | 5 How Father Fished |  | \|\| | \|\| | \|\| | \|\| | \|\| |

10. Jack enjoyed his trip because —

- | | | | | | | | |
|-----------------------|------------------------------------|-------------------------|---|---|---|---|---|
| 1 the fish got away | 2 the brook was near grandfather's | 3 he caught a fine fish | 1 | 2 | 3 | 4 | 5 |
| 4 he went to a stream | 5 his father helped him |  | \|\| | \|\| | \|\| | \|\| | \|\| |

III

In the cold northlands many animals go to sleep for the whole winter. They have to store up enough fat on their bodies in the summertime to last them all winter while they are sleeping. These animals grow huge in the summer. Among the animals which sleep all winter are the bears. They get so large in the summer that they can hardly move about. All these animals which sleep during the winter crawl into caves or hollow trees when winter nears and stay until spring comes once more. When they come out, they are very thin and are starving.

7→

11. How do the animals in the story prepare for the long winter?

- | | | | | | | | |
|--|-------------------------------|---|---|---|---|---|--|
| 1 by storing their food in caves | 2 by getting fat in summer | | | | | | |
| 3 by coming out for food as they need it | 4 by eating the bark of trees | | | | | | |
| 5 by living on small animals | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | |

12. In winter the climate where these animals live is very —

- | | | | | | | | | | |
|---------|--------|----------|--------|-------|---|---|---|---|---|
| 1 windy | 2 warm | 3 breezy | 4 cold | 5 hot | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | | | |

13. How do the animals look when they come out of the cave?

- | | | | | | | | | |
|-------------------|-------------------|------------------|--------------------|---|---|---|---|---|
| 1 huge and fat | 2 lean and hungry | 3 thin and tired | 4 large and strong | 1 | 2 | 3 | 4 | 5 |
| 5 huge and sleepy |  |  |  | \|\| | \|\| | \|\| | \|\| | \|\| |

14. The best title for this story would be —

- | | | | | | | | |
|--|---------------------------------|---|---|---|---|---|--|
| 1 Bears Which Go into Caves | 2 Thin and Hungry Animals | | | | | | |
| 3 Animals Which Sleep through the Winter | 4 Large Animals Sleep in Winter | | | | | | |
| 5 While They Are Sleeping | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | |
| | | | | | | | |

The animals which sleep through the winter make their winter dens —

- | | | | | | | | |
|-----------------------------|---------------------------|---------------------|---|---|---|---|---|
| 1 in the summertime | 2 in the open woods | 3 when spring comes | 1 | 2 | 3 | 4 | 5 |
| 4 in caverns or hollow logs | 5 while they are sleeping |  | \|\| | \|\| | \|\| | \|\| | \|\| |

(Go right on to the next page.)

IV

The St. Bernards are among the bravest of dogs. They are large and very strong. In Switzerland these dogs are trained to go out and find travelers who are lost in the snowdrifts on the high mountains. A first-aid kit containing food and medicine is hung about their necks, and a warm blanket is strapped on their backs. When they find worn-out travelers, they dig them out of the snow and help them if they are awake and able to move. If the traveler is injured and helpless, the dog is trained to go back to the town below and bring aid. Many lives are saved every year by these fearless animals.

16. What is the most valuable thing that St. Bernard dogs do?
- | | | | | | | |
|--|------------------------------------|---|---|---|---|---|
| 1 They can climb over snowdrifts. | 2 They are good mountain climbers. | 1 | 2 | 3 | 4 | 5 |
| 3 They are trained to rescue lost travelers. | 4 They are large and strong. | | | | | |
| 5 They carry first-aid kits. | | | | | | |
17. The St. Bernard dog is —
- | | | | | | | | | | |
|------------|----------|--------------|---------|----------|---|---|---|---|---|
| 1 cowardly | 2 speedy | 3 courageous | 4 rough | 5 fierce | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | | | |
18. How does the dog assist worn-out travelers?
- | | | | | | | |
|--------------------------------------|--|---|---|---|---|---|
| 1 by digging large holes in the snow | 2 by climbing the drifts to the traveler | 1 | 2 | 3 | 4 | 5 |
| 3 by bringing first aid | 4 by covering him with a blanket | | | | | |
| 5 by his great strength | | | | | | |
19. The best title for this story is —
- | | | | | | | | |
|----------------------------|--------------------------------|-----------------------------|---|---|---|---|---|
| 1 Training Dogs | 2 The Heroic St. Bernard | 3 A Strange St. Bernard Dog | 1 | 2 | 3 | 4 | 5 |
| 4 People Lost in Mountains | 5 Traveling through Snowdrifts | | | | | | |
20. What do the dogs do for the traveler who is helpless?
- | | | | | | |
|---------------------------------|---|---|---|---|---|
| 1 stand the man on his feet | 1 | 2 | 3 | 4 | 5 |
| 2 give him food and medicine | | | | | |
| 3 return to the village for aid | | | | | |
| 4 carry him down the mountain | | | | | |
| 5 give him the first-aid kit | | | | | |

V

8→

The camel possesses a most uncommon body, which almost seems made to order for the many purposes he fills in the life of the desert people. His mouth is peculiarly fitted for securing food. The strong membrane and powerful teeth enable him to tear off the dry shrubs and stiff, prickly cactus of the desert. His huge nostrils allow him to breathe deeply. They close tightly when a sandstorm arises, thus shutting out the choking sands. His hump, a mere lump of fat, is of great use if food fails, for he can obtain nourishment from it for many days. He is also provided with inside reservoirs which hold enough water to last him for four or five days. Unfortunately the camel is dull. To kneel down at a given signal is about the only trick he ever learns. Although the camel is homely he is nevertheless valuable, for without him many portions of the earth would remain untraveled.

21. The camel is —
- | | | | | | | |
|-----------------------------------|------------------------------------|---|---|---|---|---|
| 1 more intelligent than the horse | 2 capable of learning a great deal | 1 | 2 | 3 | 4 | 5 |
| 3 rather unintelligent | 4 poorly taught | | | | | |
| 5 friendly and intelligent | | | | | | |
22. The body of the camel is —
- | | | | | | | | | | |
|---------------|-----------|------------|--------|-------------|---|---|---|---|---|
| 1 unfortunate | 2 unusual | 3 graceful | 4 evil | 5 inspiring | 1 | 2 | 3 | 4 | 5 |
| | | | | | | | | | |
23. The mouth of the camel —
- | | | | | | | |
|-------------------------------------|------------------------------------|---|---|---|---|---|
| 1 is harmed by thorny cactus | 2 is small and tender | 1 | 2 | 3 | 4 | 5 |
| 3 is well suited for procuring food | 4 tightens when a sandstorm arises | | | | | |
| 5 provides an inside reservoir | | | | | | |
24. The best title for this story is —
- | | | | | | |
|---------------------------------------|---|---|---|---|---|
| 1 The Mouth of the Camel | 1 | 2 | 3 | 4 | 5 |
| 2 How the Camel Is Suited to His Work | | | | | |
| 3 The Stupidity of the Camel | | | | | |
| 4 Sandstorms on the Desert | | | | | |
| 5 How the Camel Eats | | | | | |
25. The camel is —
- | | | | | | | |
|------------------------------|----------------------------------|---|---|---|---|---|
| 1 unsuited for desert travel | 2 helpless in a sandstorm | 1 | 2 | 3 | 4 | 5 |
| 3 a tricky animal | 4 well adapted for desert travel | | | | | |
| 5 quick to learn | | | | | | |

(Go right on to the next page.)

VI

Bill vaulted the fence into the corral and faced the bucking pony. At his approach the little animal struck out with his forefeet, but Bill was quick and avoided him. The boy caught the pony close to the head and with a rapid movement sprang into the stirrups. Then began the real task. With head down, back up, and whinnying loudly, the animal reared into the air, bouncing back to earth with terrific force. He tried every trick possible to throw his rider, plunging and rearing in all directions, but Bill held on. Finally, after many minutes, the exhausted pony, wet with perspiration, stood still. His nostrils trembled, but one felt that though his body had been subdued, his spirit was still unbroken.

26. When Bill approached, the pony was — 1 tired and broken 2 quieted in spirit 1 2 3 4 5
3 impatient to be ridden 4 disturbed and angry 5 thrown to the ground
27. The pony was finally — 1 2 3 4 5
1 overbalanced 2 exultant 3 overpowered 4 distracted 5 restored
28. The little pony tried to — 1 outlive his rider 2 aid the boy 1 2 3 4 5
3 unseat his rider 4 exhaust the animal 5 butt Bill
29. The best title for this story is —
1 Riding the Range 2 An Exhausted Pony 3 Breaking a Pony 1 2 3 4 5
4 A Perspiring Pony 5 Bill Approaches a Pony
30. The article illustrates —
1 how to enter a corral 2 a whinnying pony 3 trickery in riding 1 2 3 4 5
4 leading a pony 5 skill in horsemanship

VII

Studying bird life with a camera is certainly an entrancing sport. One can engage in it without destroying life, yet get great satisfaction from the thrilling activities it offers. The sport is appropriate for any time or place. From it one can derive all sorts of adventures, for to be a good photographer of birds in their native haunts it is necessary to climb trees and cliffs as well as travel on land and water. How interesting it is to find their nests, learn where they stay at various times during the day, how the young are fed and cared for, and procure photographs of the birds in various attitudes. Hiking with the camera through the woods is always an enjoyment. There is a feeling of excitement and expectancy present, for one never knows at what moment he may come upon some unusual bird activity.

9→

31. Making camera studies of bird life —
1 is dull and uninteresting* 2 is not limited to one season
3 requires expensive equipment 4 offers very few thrills 1 2 3 4 5
5 is destructive of bird life
32. Using a camera in place of a rifle encourages wild life by promoting — 1 2 3 4 5
1 destruction 2 conservation 3 dissatisfaction 4 conversation 5 haunts
33. Bird study is a satisfying sport because —
1 the young are fed 2 the birds like it 3 one can get eggs out of nests 1 2 3 4 5
4 it can be enjoyed during all seasons 5 one can use a rifle
34. The best title for this story is —
1 Interesting Birds 2 The Excitement of Adventure 3 Taming Wild Birds 1 2 3 4 5
4 Photography of Wild Birds 5 Destroying Bird Life
35. Taking pictures of bird life is fascinating because —
1 it is helped by a camera 2 it takes much time 3 it gives more bird pictures 1 2 3 4 5
4 it brings adventure without destruction of life 5 it scatters the birds about

(Go right on to the next page.)

VIII

In the part of our country which gets very little rain in the summer the ground must be wet by irrigation to make the plants grow. Otherwise all the crops would be spoiled by dry weather. This form of agriculture is carried on in states where snow is found high up in the mountains the entire year. A large reservoir is made by damming up the mountain streams. The snow, melting in summer, rushes into a stream which runs into the reservoir. This, in turn, is joined to a large ditch. At the head of the ditch is an intake gate. This can be opened and closed at will. In this way water is drawn off and the various fields are irrigated. The water can be turned on whenever the fields need it. The parts of our country where irrigation is possible seldom have crop failures, because water can be secured when it is needed.

36. This form of agriculture is carried on where —
- | | | | | | | |
|-----------------------------|-------------------------------------|---------------------------|-------|-------|-------|-------|
| 1 crops are grown in summer | 2 mountain streams make it possible | 1 | 2 | 3 | 4 | 5 |
| 3 cities are near | 4 there are no reservoirs | 5 there are crop failures | ..... | ..... | ..... | ..... |
37. Because irrigation is possible crop failures are —
- | | | | | | | | | | |
|-------------|-----------|------------|-------------|--------------|-------|-------|-------|-------|-------|
| 1 increased | 2 reduced | 3 possible | 4 permitted | 5 eliminated | | | | | |
|-------------|-----------|------------|-------------|--------------|-------|-------|-------|-------|-------|
38. They stop the water from flooding the fields by —
- | | | | | | | | |
|-------------------------|-------------------------|-------------------------|-------|-------|-------|-------|-------|
| 1 damming the ditch | 2 the use of gates | 3 opening the reservoir | 1 | 2 | 3 | 4 | 5 |
| 4 irrigating the fields | 5 drawing off the water | ..... | ..... | ..... | ..... | ..... | ..... |
39. The best title for this story would be —
- | | | | | | | |
|------------------------|----------------------------------|--------------------------------|-------|-------|-------|-------|
| 1 Damming Up Streams | 2 Supplying Water for Irrigation | 1 | 2 | 3 | 4 | 5 |
| 3 Crops in Dry Weather | 4 Building Huge Dams | 5 Supplying Water for Colorado | ..... | ..... | ..... | ..... |
40. Land that is irrigated yields better harvests because —
- | | | | | | | |
|----------------------------------|----------------------------------|-------|-------|-------|-------|-------|
| 1 in summer it gets little rain | 2 it is high up in the mountains | 1 | 2 | 3 | 4 | 5 |
| 3 water may be applied as needed | 4 the water can be turned off | ..... | ..... | ..... | ..... | ..... |
| 5 agriculture is carried on | ..... | ..... | ..... | ..... | ..... | ..... |

IX

10➡

Sugar beets must be raised where cheap labor can be secured because the plants require a great deal of cultivation, most of which must be done by hand. First the plants are thinned and then blocked to get the correct number in the rows. The roots from which the sugar is extracted are not like the red beets which are eaten as vegetables, but are more like the common turnips. These roots are washed, sliced, and soaked in water. The water is later drawn off and boiled into beet syrup. Then the syrup is changed to a brown sugar called raw sugar. The last step is to send the raw sugar through the refinery, where it is cleaned and whitened. Then the white sugar is ready to be boxed and sold for use in our homes.

41. Sugar beets must be raised where labor is not expensive because they require —
- | | | | | | | | | |
|----------------|----------------|------------------------|--------------------|-------|-------|-------|-------|-------|
| 1 much care | 2 much washing | 3 many plants in a row | 4 soaking in water | 1 | 2 | 3 | 4 | 5 |
| 5 much boiling | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
42. What kind of labor is most used in the raising of sugar beets?
- | | | | | | | | | |
|-----------|----------|-------------|--------|-----------|-------|-------|-------|-------|
| 1 machine | 2 manual | 3 difficult | 4 easy | 5 unusual | | | | |
|-----------|----------|-------------|--------|-----------|-------|-------|-------|-------|
43. The raw sugar is —
- | | | | | | | |
|-------------------|------------------------|--------------------------|-------|-------|-------|-------|
| 1 made into syrup | 2 refined and whitened | 1 | 2 | 3 | 4 | 5 |
| 3 boxed and sold | 4 left as it is | 5 changed to brown sugar | ..... | ..... | ..... | ..... |
44. The best title for this story is —
- | | | | | | | | |
|-------------------------------|------------------------------|------------------------------|-------|-------|-------|-------|---|
| 1 Blocking and Thinning Beets | 2 Colorado Sugar Beets | 3 How Beet Sugar Is Obtained | 1 | 2 | 3 | 4 | 5 |
| 4 Cleaning Raw Sugar | 5 How Beet Sugar Is Whitened | | | | | | |
45. In making beet sugar the beets are —
- | | | | | | | |
|-------------------|-----------------------|----------------------|-------|-------|-------|-------|
| 1 cut in pieces | 2 eaten as vegetables | 1 | 2 | 3 | 4 | 5 |
| 3 first ground up | 4 pressed in a mill | 5 mixed with turnips | ..... | ..... | ..... | ..... |

(Go right on to the next page.)

TEST 4. WRITTEN RECALL**I**

Blackie was a little kitten. One day a big dog chased him. He became frightened and ran up a tree. After he got high up in the branches, he was afraid to come down. The little girl who owned him came and stood beneath the tree. She called to Blackie and showed him his dish of milk, hoping he would want his supper enough to try to come down. But he would not come. Finally her father called the fire chief. He sent a fireman with a ladder. The man went up the tree and carried little Blackie down. The little girl was happy to have her kitten again.

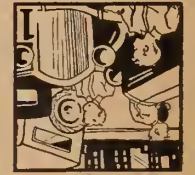
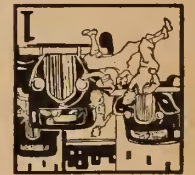
II

John could hardly wait, so anxious was he to try the new canoe he had received for his birthday. As soon as he finished his breakfast he raced with his brother and sister to the lake. Here they examined his splendid new gift. John's father showed him how to use the paddle and told him that he might take his brother and sister for a short ride in the canoe, but warned him that he must not go too far from shore before he was thoroughly familiar with handling the new craft. All went smoothly, and gradually John forgot his caution and drifted farther from shore. Suddenly there came a great gust of wind. In a moment the lake was filled with heavy waves. John struggled to keep the little canoe upright. Luckily they were not far from a small island. He steered for this and reached the shore just as a particularly large wave turned the canoe bottom side up. The three children scrambled from the water out onto the island just as another huge wave came in. The canoe floated away, and John feared he had lost his precious gift. But a party in a little steamer presently came to the aid of the stranded children and rescued the canoe, which had blown a distance away.

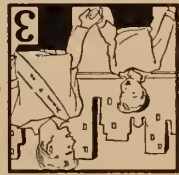
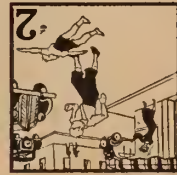
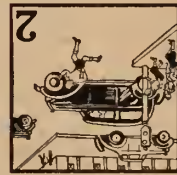
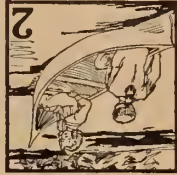
TEST 3. SPELLING

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V



E ()

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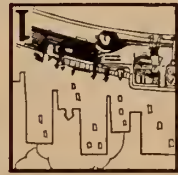
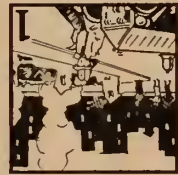
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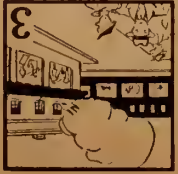
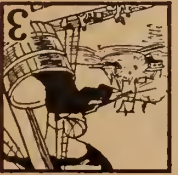
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VII



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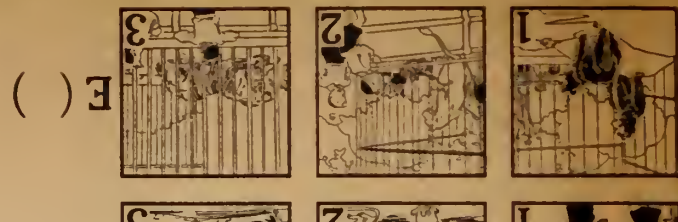
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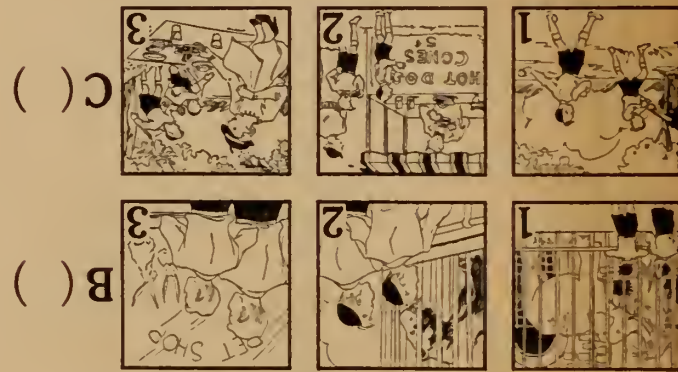
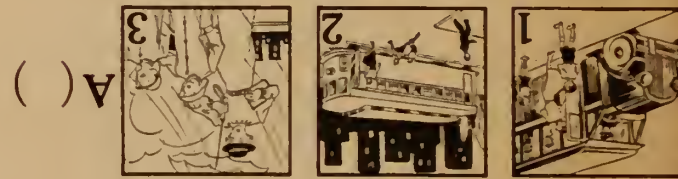
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I



II





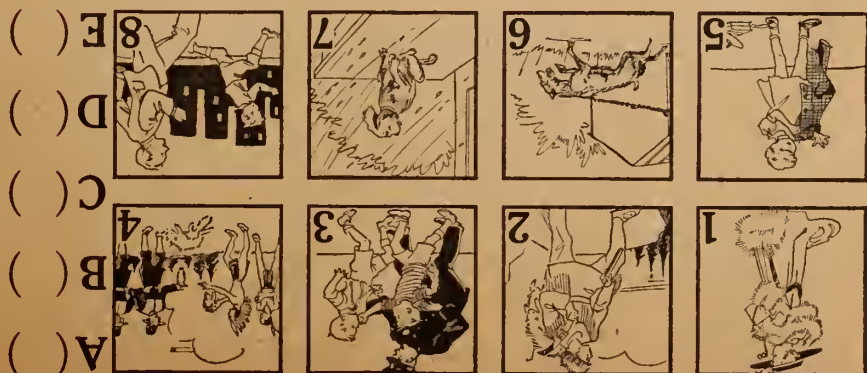
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XI



X



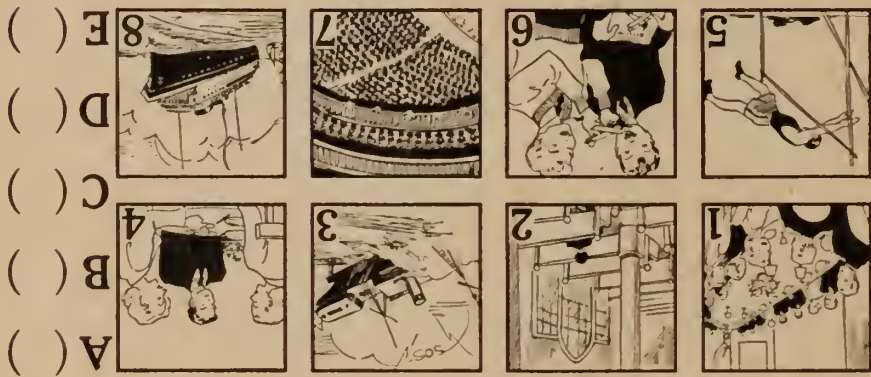
IX



VIII



VII







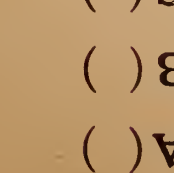
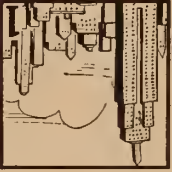



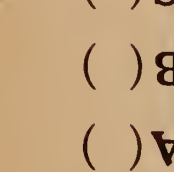
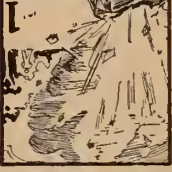
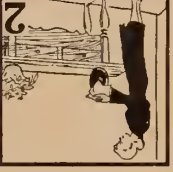


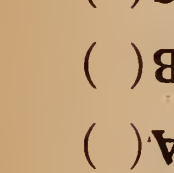
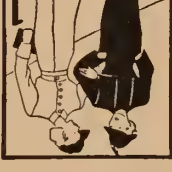



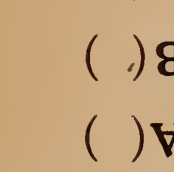


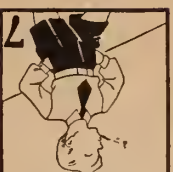
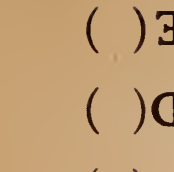

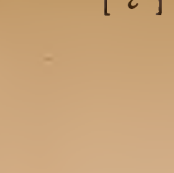


VI



V

TEST 1. WORD MEANING

[2]

| I | | | | II | | | | III | | | | IV | | | | | | | |
|-----|---|-----|--|-----|---|-----|---|-----|---|-----|---|-----|--|-----|---|-----|---|-----|---|
| (A) |  | (B) |  | (C) |  | (D) |  | (E) |  | (A) |  | (B) |  | (C) |  | (D) |  | (E) |  |
| (A) |  | (B) |  | (C) |  | (D) |  | (E) |  | (A) |  | (B) |  | (C) |  | (D) |  | (E) |  |
| (A) |  | (B) |  | (C) |  | (D) |  | (E) |  | (A) |  | (B) |  | (C) |  | (D) |  | (E) |  |

DURRELL-SULLIVAN READING CAPACITY AND ACHIEVEMENT TESTS

READING CAPACITY TEST

By DONALD D. DURRELL
Professor of Education and Director of the Educational Clinic
Boston University

and HELEN BLAIR SULLIVAN
Associate Director of the Educational Clinic
Boston University

Primary
Capacity
A

PRIMARY TEST: FORM A

Name.....Grade.....Teacher.....Boy or girl.....

Age.....When is your next birthday?.....How old will you be then?.....

Name of school.....City and State.....Date.....

| Test | Score | Grade EQUIVA- LENT | Age EQUIVA- LENT | Average | |
|------|-------|--------------------------|------------------------|-----------------|----------------------|
| | | | | 1. Word Meaning | 2. Paragraph Meaning |
| | | | | | |
| | | | | | |

Patent No. 1,586,628

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DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING ACHIEVEMENT TEST

By DONALD D. DURRELL
Professor of Education and Director of the Educational Clinic
Boston University

and HELEN BLAIR SULLIVAN
Associate Director of the Educational Clinic
Boston University

Inter.
Achievem't

B

INTERMEDIATE TEST: FORM B

For Grades 3 to 6

Name..... Grade..... Teacher..... Boy or girl.....

Age..... When is your next birthday?..... How old will you be then?.....

Name of school..... City and State..... Date.....

| TEST | SCORE | GRADE EQUIVA- LENT | AGE EQUIVA- LENT |
|--------------------------|-------|--------------------------|------------------------|
| 1. Word Meaning | | | |
| 2. Paragraph Meaning | | | |
| Total | | | |
| OPTIONAL TESTS | | | |
| 3. Spelling | | | |
| 4. Written Recall Rating | | | |

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TEST 1. WORD MEANING

Samples.

| | | | | | | | | | | |
|--|-----------|-----------|----------|-----------|------------------|-----|---|---|---|---|
| An <i>apple</i> is a kind of — | 1 paint | 2 metal | 3 animal | 4 fruit | 5 chair... | 1 | 2 | 3 | 4 | 5 |
| <i>Large</i> means — | 1 angry | 2 big | 3 hurt | 4 little | 5 like | 1 | 2 | 3 | 4 | 5 |
| To <i>shut</i> means to — | 1 help | 2 give | 3 take | 4 run | 5 close | 1 | 2 | 3 | 4 | 5 |
| 1. A <i>hat</i> is worn on the — | 1 shoe | 2 head | 3 chair | 4 bed | 5 hand | 1 | 2 | 3 | 4 | 5 |
| 2. We use our <i>ears</i> to — | 1 eat | 2 carry | 3 see | 4 jump | 5 hear | 1 | 2 | 3 | 4 | 5 |
| 3. <i>Blue</i> is a — | 1 place | 2 game | 3 road | 4 color | 5 number | 1 | 2 | 3 | 4 | 5 |
| 4. A boat <i>sails</i> on the — | 1 lake | 2 ground | 3 hill | 4 farm | 5 table | 1 | 2 | 3 | 4 | 5 |
| 5. The <i>sun</i> gives — | 1 rain | 2 snow | 3 light | 4 air | 5 darkness | 1 | 2 | 3 | 4 | 5 |
| 6. A <i>rock</i> is a big — | 1 dinner | 2 city | 3 fire | 4 stone | 5 hole | 1 | 2 | 3 | 4 | 5 |
| 7. We tell <i>time</i> by a — | 1 guess | 2 clock | 3 pen | 4 book | 5 dish | 1 | 2 | 3 | 4 | 5 |
| 8. To be <i>quick</i> means to be — | 1 slow | 2 tall | 3 lazy | 4 fat | 5 fast .. | 1 | 2 | 3 | 4 | 5 |
| 9. An <i>eye</i> is part of a — | 1 foot | 2 pencil | 3 face | 4 table | 5 leg | 1 | 2 | 3 | 4 | 5 |
| 10. When we <i>leave</i> we — | 1 pull | 2 go | 3 stop | 4 sleep | 5 think | 1 | 2 | 3 | 4 | 5 |
| 11. A <i>violet</i> is a — | 1 cake | 2 bell | 3 dress | 4 flower | 5 basket | 1 | 2 | 3 | 4 | 5 |
| | | | | | | 2 → | | | | |
| 12. To be <i>angry</i> is to be — | 1 kind | 2 early | 3 funny | 4 strange | 5 cross | 1 | 2 | 3 | 4 | 5 |
| 13. A person who is <i>timid</i> is — | 1 afraid | 2 hungry | 3 brave | 4 quick | 5 honest | 1 | 2 | 3 | 4 | 5 |
| 14. To <i>start</i> means to — | 1 reach | 2 change | 3 stop | 4 begin | 5 catch | 1 | 2 | 3 | 4 | 5 |
| 15. To <i>rob</i> means to — | 1 believe | 2 guess | 3 steal | 4 hold | 5 hope | 1 | 2 | 3 | 4 | 5 |
| 16. To be <i>still</i> is to be — | 1 fair | 2 quiet | 3 pretty | 4 ready | 5 noisy ... | 1 | 2 | 3 | 4 | 5 |
| 17. A <i>weary</i> person feels — | 1 happy | 2 clean | 3 strong | 4 tired | 5 safe | 1 | 2 | 3 | 4 | 5 |
| 18. To <i>whip</i> means to — | 1 turn | 2 help | 3 handle | 4 break | 5 beat | 1 | 2 | 3 | 4 | 5 |
| 19. To <i>strike</i> means to — | 1 hit | 2 hide | 3 learn | 4 suppose | 5 point ... | 1 | 2 | 3 | 4 | 5 |
| 20. To <i>build</i> means to — | 1 destroy | 2 pay | 3 cover | 4 make | 5 capture | 1 | 2 | 3 | 4 | 5 |
| 21. When you <i>draw</i> you use a — | 1 country | 2 flower | 3 dish | 4 pencil | 5 hen | 1 | 2 | 3 | 4 | 5 |
| 22. A <i>cannon</i> is a — | 1 foot | 2 mouth | 3 canoe | 4 roof | 5 gun | 1 | 2 | 3 | 4 | 5 |
| 23. A <i>crow</i> is a — | 1 sailor | 2 rooster | 3 bird | 4 window | 5 color | 1 | 2 | 3 | 4 | 5 |
| 24. <i>Glow</i> means — | 1 shine | 2 jump | 3 start | 4 bring | 5 grow | 1 | 2 | 3 | 4 | 5 |
| 25. <i>Napkins</i> are often made of — | 1 bark | 2 rock | 3 china | 4 cloth | 5 leather | 1 | 2 | 3 | 4 | 5 |

(Go right on to the next page.)

- | | 1 | 2 | 3 | 4 | 5 |
|---|---------------|---------------|---------------|--------------|-------------------------|
| 26. <i>Find</i> means — | 1 expect | 2 believe | 3 help | 4 lose | 5 discover |
| 27. <i>Spring</i> is one of the — | 1 months | 2 clouds | 3 stars | 4 seasons | 5 family |
| 28. <i>Maple</i> is a kind of — | 1 haystack | 2 saddle | 3 wood | 4 park | 5 region |
| 29. <i>Grand</i> means — | 1 terrible | 2 cross | 3 quiet | 4 grateful | 5 magnificent |
| 30. <i>Verse</i> means — | 1 legal | 2 adversity | 3 gracious | 4 poetry | 5 inferior |
| 31. <i>Aid</i> means — | 1 drink | 2 hate | 3 hurt | 4 help | 5 change |
| 32. A <i>century</i> is — | 1 6 months | 2 100 years | 3 50 years | 4 100 cents | 5 30 days |
| 33. A <i>nervous</i> person is — | 1 hungry | 2 lucky | 3 fatal | 4 restless | 5 enthusiastic |
| 34. A <i>locomotive</i> is an — | 1 associate | 2 argument | 3 inlet | 4 ultimatum | 5 engine |
| 35. A <i>brilliant</i> star is — | 1 sacred | 2 rhythmic | 3 distant | 4 bright | 5 unfavorable |
| 36. A <i>nostril</i> is part of a — | 1 house | 2 nose | 3 rattle | 4 poem | 5 salad |
| 37. An <i>adventure</i> is — | 1 sentimental | 2 exciting | 3 fictitious | 4 simple | 5 generous |
| 38. <i>Payments</i> are usually made in — | 1 libraries | 2 wagons | 3 money | 4 feathers | 5 explanation |
| 39. <i>Education</i> means — | 1 coöperation | 2 indolence | 3 performance | 4 tyranny | 5 learning |
| 3→ | | | | | |
| 40. To be <i>acquainted</i> with means to — | 1 disapprove | 2 trust | 3 insure | 4 know | 5 risk |
| 41. To <i>fling</i> is to — | 1 hurl | 2 inspire | 3 lecture | 4 rebel | 5 lag |
| 42. <i>Forceful</i> means — | 1 independent | 2 sinful | 3 powerful | 4 extreme | 5 merciful |
| 43. <i>Pull</i> means — | 1 draw | 2 push | 3 roll | 4 hate | 5 right |
| 44. <i>Wondrous</i> means — | 1 meritorious | 2 privately | 3 marvelous | 4 purple | 5 influential |
| 45. A thing that is <i>real</i> is — | 1 genuine | 2 artificial | 3 shiftless | 4 gracious | 5 lavish |
| 46. <i>Unfortunate</i> means — | 1 unkind | 2 unavoidable | 3 unlucky | 4 untrue | 5 comfortable |
| 47. A <i>mansion</i> is a — | 1 stable | 2 cement | 3 machine | 4 house | 5 dance |
| 48. To <i>station</i> is to — | 1 shoot | 2 place | 3 maintain | 4 bother | 5 surprise |
| 49. <i>Frontier</i> means — | 1 frank | 2 distinct | 3 humane | 4 border | 5 inlay |
| 50. <i>Antique</i> means — | 1 dirty | 2 careful | 3 broken | 4 old | 5 open |
| 51. A <i>legislature</i> makes — | 1 fashions | 2 laws | 3 famines | 4 clapboards | 5 napkins |
| 52. <i>Scriptures</i> are — | 1 shipwrecks | 2 caravans | 3 cathedrals | 4 writings | 5 medicines |
| 53. <i>Soiled</i> means — | 1 thirsty | 2 solid | 3 fireproof | 4 torn | 5 dirty |

(Go right on to the next page.)

| | 1 | 2 | 3 | 4 | 5 |
|--|------------|-------------|-------------|-------------|------------|
| 54. To <i>require</i> means to — | 1 receive | 2 inquire | 3 need | 4 study | 5 think |
| 55. <i>Yawning</i> means — | 1 covered | 2 sturdy | 3 rude | 4 insure | 5 open |
| 56. To be <i>entitled</i> to means to have a — | 1 blister | 2 book | 3 claim | 4 defect | 5 tailor |
| 57. <i>Steed</i> means — | 1 face | 2 instead | 3 horse | 4 thicket | 5 hurry |
| 58. To <i>induce</i> is to — | 1 persuade | 2 persevere | 3 splice | 4 cancel | 5 dislodge |
| 59. A <i>petal</i> is part of a — | 1 bicycle | 2 fence | 3 child | 4 stampede | 5 flower |
| 60. A <i>gallop</i> is a rapid — | 1 river | 2 boat | 3 gait | 4 judgment | 5 engine |
| 61. To <i>liken</i> is to — | 1 cheapen | 2 ignite | 3 compare | 4 disturb | 5 prohibit |
| 62. <i>Zealous</i> means — | 1 eager | 2 dusky | 3 forgetful | 4 liberal | 5 formal |
| 63. A <i>tinge</i> is a — | 1 juice | 2 liquid | 3 ghost | 4 diet | 5 shade |
| 64. To <i>perceive</i> means to — | 1 punish | 2 defend | 3 waylay | 4 corrupt | 5 observe |
| 65. An <i>arbor</i> is a — | 1 labor | 2 night | 3 peasant | 4 drink | 5 bower |
| 66. <i>Pathetic</i> means — | 1 pitiable | 2 impatient | 3 route | 4 obstinate | 5 heroic |
| 67. <i>Jet</i> means — | 1 joke | 2 fleecy | 3 blue | 4 black | 5 patter |

4→

| | 1 | 2 | 3 | 4 | 5 |
|---|---------------|--------------|---------------|-------------|-------------|
| 68. If you are <i>discouraged</i> you are — | 1 disguised | 2 dejected | 3 mediocre | 4 distorted | 5 romantic |
| 69. <i>Complex</i> means — | 1 humorous | 2 compromise | 3 complicated | 4 tolerant | 5 shapeless |
| 70. An <i>incline</i> is a — | 1 decision | 2 volume | 3 column | 4 slope | 5 rumor |
| 71. <i>Cadence</i> means — | 1 coincidence | 2 humility | 3 rhythm | 4 penitence | 5 revolt |
| 72. To <i>denounce</i> is to — | 1 echo | 2 accuse | 3 enthrone | 4 praise | 5 ignite |
| 73. A <i>knoll</i> is a small — | 1 man | 2 animal | 3 room | 4 hill | 5 machine |
| 74. A <i>constellation</i> is composed of — | 1 acid | 2 citizens | 3 bushes | 4 stars | 5 embers |
| 75. <i>Immortal</i> means — | 1 wicked | 2 laudable | 3 deathless | 4 bright | 5 intensive |

Score.....

TEST 2. PARAGRAPH MEANING

Sample.

One warm, sunny day Helen and her brother went on a trip to the beach. Their mother and aunt went with them. They took their bathing suits so that they could all go into the water. When noontime came, they had lunch on the sand. After lunch the children gathered sea shells. They saw a starfish and some funny little crabs.

A. What did Helen and her brother do?

- | | | | | | | | |
|--------------------------|------------------------|-------------------|---|---|---|---|---|
| 1 went to see their aunt | 2 went to the seashore | 3 went on a train | 1 | 2 | 3 | 4 | 5 |
| 4 went for crabs | 5 went fishing | | 1 | 2 | 3 | 4 | 5 |

B. The weather was —

- | | | | | | | | | | |
|---------|---------|--------|----------|---------|---|---|---|---|---|
| 1 quiet | 2 funny | 3 fair | 4 gloomy | 5 rainy | 1 | 2 | 3 | 4 | 5 |
|---------|---------|--------|----------|---------|---|---|---|---|---|

C. The best name for this story is —

- | | | | | | | | |
|----------------------|-----------------------|-------------------------|---|---|---|---|---|
| 1 Helen and Her Aunt | 2 Gathering Shells | 3 Eating Lunch Outdoors | 1 | 2 | 3 | 4 | 5 |
| 4 One Warm Day | 5 A Trip to the Beach | | 1 | 2 | 3 | 4 | 5 |

I

Tom was standing before his house. He saw a little kitten trying to cross the street. A car was coming. He was afraid the kitten would be hurt. He started to run into the street. He would have been hurt himself if a man had not held him. When the car had gone along Tom looked across the street. The kitten was playing on the grass. It had not been hit, after all.

5 →

1. Tom was —

- | | | | | | | | |
|-------------------------|-------------------|-------------------------|---|---|---|---|---|
| 1 playing in the street | 2 riding in a car | 3 playing with a kitten | 1 | 2 | 3 | 4 | 5 |
| 4 in front of his home | 5 sitting down | | 1 | 2 | 3 | 4 | 5 |

2. The kitten was —

- | | | | | | | | | | |
|----------|--------|--------|-------|---------|---|---|---|---|---|
| 1 struck | 2 safe | 3 hurt | 4 sad | 5 quiet | 1 | 2 | 3 | 4 | 5 |
|----------|--------|--------|-------|---------|---|---|---|---|---|

3. Tom was not hurt because —

- | | | | | | | | |
|-----------------|----------------------------------|-----------------------|---|---|---|---|---|
| 1 he was afraid | 2 the kitten came back | 3 someone stopped him | 1 | 2 | 3 | 4 | 5 |
| 4 he got across | 5 he stood in front of his house | | 1 | 2 | 3 | 4 | 5 |

4. The best name for this story is —

- | | | | | | | | | |
|----------------------|---------------|---------------|----------------|---|---|---|---|---|
| 1 A Funny Kitten | 2 Tom's House | 3 A Brave Man | 4 A Little Boy | 1 | 2 | 3 | 4 | 5 |
| 5 Tom and the Kitten | | | | 1 | 2 | 3 | 4 | 5 |

5. Tom was afraid that —

- | | | | | | | | |
|-------------------------------------|-----------------------------|-------------------------|---|---|---|---|---|
| 1 he would be hurt | 2 the car would hit the man | 3 he would lose his hat | 1 | 2 | 3 | 4 | 5 |
| 4 the car would run over the kitten | 5 the puppy would be hurt | | 1 | 2 | 3 | 4 | 5 |

Mary Jane had lived all of her seven years on a farm and had never seen a city. One morning her Uncle Jim asked her if she would like to go with him to the big city fifty miles away. She was very happy to go, and soon she and Uncle Jim were driving away in his big car. When they reached the city her uncle took her into a store. She had always heard her mother talk of a store where most things cost only a dime and many things were for sale for a nickel. She had saved up twenty-five cents during the year, and when she left the store she had spent all of it for a small auto like Uncle Jim's, a set of tiny doll clothes, a toy set of chairs, and a box of crayons. She went home very happy, and fell asleep on Uncle Jim's arm before they reached her village.

6. Mary Jane was born — 1 in a city 2 in the country 3 on a hill 4 at a store 5 five years ago ... 1 2 3 4 5
7. The best name for this story is — 1 An Automobile Ride 2 Mary's Uncle 3 A Visit to the City 4 Mary Falls Asleep 5 Mary's Money 1 2 3 4 5
8. What did Mary do as they drove home? 1 bought some crayons 2 spent twenty-five cents 3 bought some toys 4 took a nap 5 talked to Mother ... 1 2 3 4 5
9. Uncle Jim asked Mary Jane to — 1 go fishing 2 go to the store 3 go swimming 4 go to the city 5 buy some toys 1 2 3 4 5
10. How did Mary Jane feel when she went home? 1 sad 2 lonesome 3 happy 4 afraid 5 sick 1 2 3 4 5

III

6➡

Hugh has enjoyed making things ever since he had woodworking in school. During vacation he decided to make a gift for his father. He saw that his dad scattered his pipes all over the house, and that his mother pretended to be annoyed by finding them in so many places. He thought it would be a good idea to build a pipe rack for his father. It was to have spaces for twelve pipes. He bought the wood at a lumber yard and worked on it down cellar, and no one knew of his plans. It took most of his vacation to make his gift. When it was finished he polished it carefully with wax, and carved his dad's name upon the center board. One morning, when the whole family were gathered at breakfast, he gave his father the package. Hugh watched his face eagerly. When he saw how happy his father was he was glad he had done the work.

11. Hugh noticed that his father — 1 forgot his tools 2 needed neckties 3 had lost his pipe 4 left pipes in several places 5 had bought some lumber ... 1 2 3 4 5
12. Hugh worked on his gift — 1 everywhere 2 kindly 3 nightly 4 fully 5 secretly 1 2 3 4 5
13. The rack contained places for — 1 a pair of pipes 2 a dozen pipes 3 a dozen neckties 4 several gifts 5 woodworking tools 1 2 3 4 5
14. Hugh presented the gift — 1 on Christmas day 2 in the morning 3 after supper 4 in the cellar 5 after school 1 2 3 4 5
15. Hugh finished the pipe rack by — 1 rubbing it with oil 2 rubbing it with sandpaper 3 putting on varnish 4 nailing it to the wall 5 shining it with wax 1 2 3 4 5

A mother who had spent all her spare time making a garden instructed her children never to walk upon the flowers or to break or pick them unless they asked her permission. One day when she came to water the garden she saw that nearly all the tall-stemmed flowers were broken or torn up by the roots. She called to the children, but not one of them replied. She went into the house and rang the bell to summon them. There was no answer. She returned to her garden and attempted to replace those plants which were not entirely destroyed. As she neared the flower bed she saw two puppies romping through her flowers, breaking them as they played. She felt sad because she had thought the children to blame. At suppertime she gave each one an extra piece of cake. They were surprised, for they did not know what they had done to deserve this treat.

16. How did Mother feel when the children came to supper? 1 2 3 4 5
 1 amused 2 cross 3 sorry 4 ill 5 weary
17. When Mother called, the children — 1 were romping 2 did not reply 1 2 3 4 5
 3 answered 4 came in the house 5 called the puppies
18. What is the best title for this story? 1 2 3 4 5
 1 The Children's Party 2 A Good Supper 3 Making a Garden
 4 Mother Rings the Bell for the Children 5 Mother Is Mistaken
19. Who were guilty of ruining the garden? 1 the children 2 the boys next door 1 2 3 4 5
 3 two young dogs 4 a boy and a girl 5 three little kittens
20. The mother told her children to — 1 pick the flowers 2 weed the garden 1 2 3 4 5
 3 be careful of the garden 4 pick blueberries 5 plant vegetables

7→

V

Traveling between places in the olden days was tiresome and at times very unsafe. Most of the journeys were made in stagecoaches. Though these coaches were very gay to look at, they were actually cold and drafty in winter and hot and poorly ventilated in summer. There were few bridges, and the horses were forced to ford the streams. The roads were poor and very muddy in rainy weather. The passengers were often called on to help the driver if the coach became mired and would not move. Sometimes the heavy mud caused a coach to overturn, bringing injury to passengers. For these reasons people did not travel for pleasure but only when it was important for them to do so.

21. According to the paragraph travel in former times was — 1 2 3 4 5
 1 very gay 2 sometimes dangerous
 3 always by stagecoach 4 very expensive 5 exposed to robbers
22. According to the paragraph people made journeys in the past — 1 2 3 4 5
 1 because they enjoyed riding 2 when necessity demanded it 3 only in summer
 4 because roads were unsafe 5 because there were few other pleasures
23. The best title for this paragraph is — 1 Stagecoach Travel 2 Traveling over Streams 1 2 3 4 5
 3 A Long Journey 4 Helping the Driver 5 An Adventure in a Stagecoach
24. When a stream having no bridge was encountered — 1 the stagecoach turned back 1 2 3 4 5
 2 a bridge was built 3 the horses crossed in a shallow place
 4 the passengers waded across 5 the passengers pushed the coach
25. According to the paragraph passengers were injured — 1 2 3 4 5
 1 getting into the coach 2 by the horses 3 if a coach turned over
 4 when the coach was mired 5 crossing streams

When the first settlers arrived in this country the land was heavily forested. It was necessary for them to remove trees in order to clear land for homes and obtain logs for building houses and provide fuel for their needs. Later, as the number of people increased and cities began to spring up, great quantities of lumber were required. Often there were hundreds of houses and buildings being constructed at one time in a single city. All of these demanded an immediate supply of lumber. Too often, in order to sell this lumber and secure the money it brought, unwise dealers cut down the young as well as the full-grown trees. This left many unnecessary bare spots. Since it takes a tree many, many years to become full grown, it has not been easy to reforest these areas. Land from which trees have been cut in this way is often worthless, for it is covered with deep-rooted stumps. Because we realize how much damage was needlessly done we are much more considerate of our trees today.

26. According to the paragraph the pioneers cut lumber to — 1 increase the quantity 1 2 3 4 5
2 grow new trees 3 supply necessities 4 construct bridges 5 build railroads
27. The best title for this paragraph is — 1 Building Cities 2 Use and Abuse of Our Forests 1 2 3 4 5
3 Unwise Construction 4 Unnecessary Lumbering 5 Pioneer Construction
28. Reforestation was difficult because of the —
1 situation of the land 2 lack of adequate funds 3 development of large cities 1 2 3 4 5
4 slow growth of trees 5 damage to roots
29. The deforested land was useless because —
1 the roots of the trees were not removed 2 of heavy vegetation 1 2 3 4 5
3 of unproductive soil 4 it was devoid of minerals 5 it was inadequately irrigated
30. According to this paragraph we now protect our forests by —
1 using oil for fuel 2 diversified farming 3 building more brick houses 1 2 3 4 5
4 preventing unnecessary injury to trees 5 manufacturing building materials

VII

8➔

Wampum had many uses among the Indians. It was made of beads, pieces of stone, and shell, through which holes were drilled. These were strung together on deerskin thongs. The long chains were worn around the neck, and many thousands of these beads were woven into the famous wampum belts. These belts were embroidered with meaningful designs. Wampum ornaments were not only used as personal adornment but served on many serious occasions. Since the Indians could not write, pictures showing certain parts of the treaties the Indians made were pictured in the wampum to help them remember. The head of each tribe had his own particular dyes and patterns, which made his belts and chains unlike those of the other members of his tribe. Wampum was also the only money the Indians had. They used it to buy things just as we use our coins today.

31. The paragraph says that wampum was used for —
1 drilling holes in shells 2 stringing pieces of stone and shell 1 2 3 4 5
3 decorating wigwams 4 a variety of purposes 5 fashioning head ornaments
32. The best title for this paragraph is — 1 Indian Belts 2 Wampum Used as Money 1 2 3 4 5
3 The Varied Uses of Wampum 4 Wampum Designs 5 Tribal Customs
33. The chief's wampum belts differed from the others in — 1 shape and weight 1 2 3 4 5
2 color and design 3 stones and shells 4 length of chains 5 money and coins
34. Wampum was made into — 1 colored headgear 2 Indian moccasins 1 2 3 4 5
3 chains and belts 4 weapons of war 5 metal coins
35. Wampum chains were strung on — 1 strips of leather 2 string 3 metal chains 1 2 3 4 5
4 wire 5 raffia

Several boys who lived near each other and had played together for a long time decided to form a club. They agreed to have a clubhouse, secret signals and signs, and various duties and responsibilities for each member. They appointed a temporary leader, and later by secret ballot elected a chief. At the end of six weeks they had built and furnished a small clubhouse in a field near by. They painted the name of their club over the door and erected a "No Trespassing" sign at the entrance. Each day when school was over these lads would gather at the club to discuss secret matters and to determine future plans. They preferred to engage in an activity where each member contributed his part in the work. Finally they chose to build a canoe. The information they needed was obtained from books secured at the library. The construction kept them busy for several weeks, and when the canoe was completed they were very proud of the results.

36. The boys decided that whatever work the club did should be —
 1 helpful 2 shared 3 temporary 4 well paid 5 during vacation 1 2 3 4 5
37. The best title for this story is — 1 Building a Clubhouse 2 A Successful Boys' Club
 3 A Secret Code 4 Securing Information 5 Election of a Leader 1 2 3 4 5
38. The final project this paragraph mentions is —
 1 exploring with the canoe 2 having secret signs and signals 3 electing a leader
 4 constructing a canoe 5 securing books from the library 1 2 3 4 5
39. The use of the clubhouse was —
 1 limited to the members 2 extended to everyone 3 granted to the boys' families
 4 restricted to the chief 5 given to the entire neighborhood 1 2 3 4 5
40. The chief of the club was — 1 appointed temporarily 2 chosen by secret ballot
 3 decided by the parents 4 selected by the teacher 5 elected by a show of hands 1 2 3 4 5

IX

9→

The largest, strongest, and most treacherous animal known to man is the wild elephant. After training, this animal is easily managed and man can train him to perform a variety of helpful tasks. These powerful beasts of burden accomplish with ease and rapidity the same amount of labor as twenty-four men or a dozen horses. In India and other countries of the Far East wild elephants living in the jungles are captured by the natives and trained into profitable servants. They are very valuable because it is possible to teach them to transport heavy timber from the forests, to build roads, and to aid in military actions. In order to protect the future generations of these animals, the law specifies the size an elephant must be before he can be taken into captivity. Young elephants trapped with the herds must be released to run wild again in order to increase the number of elephants from year to year.

41. The physical vigor of the elephant is best demonstrated when he — 1 is trapped
 2 is released from captivity 3 achieves the tasks of many workers
 4 aids military actions 5 fights in the jungle 1 2 3 4 5
42. The elephant is particularly profitable to man because —
 1 he can always be sold 2 he produces ivory 3 the law protects him
 4 of his value in circuses 5 he helps in constructing roads 1 2 3 4 5
43. The best title for this paragraph is — 1 Capturing Elephants in India
 2 An Exciting Adventure 3 Destroying Wild Elephants
 4 The Treachery of Elephants 5 How the Elephant Serves Man 1 2 3 4 5
44. The paragraph says that wild elephants are trained by — 1 English soldiers
 2 animal keepers 3 natives 4 Indian officials 5 elephant hunters 1 2 3 4 5
45. According to the paragraph young trapped elephants —
 1 are purchased by circuses 2 grow up in captivity 3 die when they are caught
 4 are sold to zoos 5 are allowed to go free 1 2 3 4 5

Botany, or the study of plant life, is an interesting science. Most plants require sunshine, food, water, air, light, and warmth for strength and energy. They live by extracting certain substances from the soil and air. The hairy roots which hold the plant in the ground also drain water and mineral salts from the earth. The stem which grows above the earth holds the leaves up to the sunlight. The leaves play a very important part in the life of a plant. Since plants cannot get all the food they need from the ground, they must manufacture the rest themselves. Leaves are filled with tiny pores which cannot be seen by the naked eye. A gas called carbon dioxide is absorbed from the air through these holes. This unites with water in the presence of sunlight and forms foods. Thus starches and sugars which the plant needs for growth are made.

46. The root is vital to the plant because it — 1 makes sugars and starches 2 is often edible 3 is full of tiny pores 4 absorbs air and light 5 absorbs food from the soil
47. Starches and sugars are — 1 taken directly from the soil 2 absorbed through the hairy roots 3 taken directly from the air 4 detrimental to the plant 5 manufactured by the plant
48. The best title for this paragraph is — 1 The Plant and Its Roots 2 The Nourishment of Plants 3 Botany, an Interesting Science. 4 Sugars and Starches in Plants 5 Plants and Their Leaves
49. According to this paragraph carbon dioxide — 1 is rejected by plants 2 kills plant life 3 is used as fertilizer 4 directly nourishes plants 5 helps form starches and sugars
50. The paragraph says that one function of the stem is to — 1 absorb water from the soil 2 support the leaves 3 manufacture carbon dioxide 4 absorb sunshine 5 store up water

XI

10➔

The present-day method of traveling extensively by automobile necessitates the building of good roads which must constantly be repaired and improved in order to insure safety to the millions of people who speed over our highways. Today many different materials are used in the construction of these highways, but probably the most common of these are concrete and asphalt. Although many men have experimented and presented valuable information to assist our engineers in building modern roads, we cannot help admiring the skill of the ancient Romans and Egyptians, whose roads were so well built that portions of them are in use today. Among the most famous of the old Roman roads is the Appian Way, which was begun over four hundred years before the birth of Christ. Most of these ancient roads were constructed of hand-hewn stone blocks, particularly suitable for travel by chariot, the vehicle most commonly used during that period of history. These hard roads would not afford the comfort we demand in long-distance travel today, since we have become so accustomed to improved highways.

51. According to the paragraph roads are being constructed continually because — 1 materials are less expensive than formerly 2 engineers are constantly experimenting 3 increased automobile travel demands them 4 employment is thereby increased 5 of the competition with railroads
52. The chief consideration in modern road construction is to provide — 1 greater speed 2 access to scenic beauty 3 a maximum of safety 4 permanence of surface 5 highways for military purposes
53. The best title for this paragraph is — 1 Building the Earliest Roads 2 A Study of Modern Roads 3 Ancient and Modern Roads 4 Concrete and Asphalt Highways 5 The Significance of Highways
54. The paragraph says that highways are most frequently built of — 1 various materials 2 concrete and asphalt 3 stone blocks 4 hardened clay bricks 5 a mixture of sand, gravel, and tar
55. The Appian Way was — 1 an ancient Roman road 2 an aqueduct 3 an Egyptian road 4 the first concrete and asphalt road 5 a method of road construction

XII

One of the great shipyards of England constructed an exceptionally large steamship. It required nearly three years and the labor of several thousand men to complete this ambitious undertaking. Finally the great liner was finished and the day for her launching arrived. It is impossible to exaggerate the significance of this trial run, because upon it would depend the success or failure of all the time, energy, and money expended, as well as the future plans for the construction of other passenger vessels. From all over the British Empire and from many other parts of the world came skillful marine engineers to be present at this momentous event. The festive crowds lined both banks of the river. Enthusiastic cheers arose when the ship slipped gracefully from the ways, glided into the water, and in a few moments began to move under her own power, as the enormous engines started to pound. The test soon proved that everything had been done as planned, and those thousands of people watching, as well as people everywhere on earth at all interested in ships, knew that the huge vessel was a success. The magnificent liner then went back to the dockyard for her final adjustment.

11→

56. The results of the test were —

- | | | | | | | | | |
|-----------------|--------------|-----------------|-----------------|---|---|---|---|---|
| 1 inconclusive | 2 gratifying | 3 contradictory | 4 disheartening | 1 | 2 | 3 | 4 | 5 |
| 5 insignificant |  |  |  | \|\| | \|\| | \|\| | \|\| | \|\| |

57. The engineers who built the ship were anxious because —

- | | | | | | | |
|--|--|---|---|---|---|---|
| 1 the trial run was postponed | 2 the great crowds impeded the launching | 1 | 2 | 3 | 4 | 5 |
| 3 so much depended on the results of the trial run |  | \|\| | \|\| | \|\| | \|\| | \|\| |
| 4 the launching was not properly scheduled | 5 final adjustments had not been made | \|\| | \|\| | \|\| | \|\| | \|\| |

58. The best title for this paragraph is —

- | | | | | | | | |
|---------------------------|---------------------------|-------------------|---|---|---|---|---|
| 1 Shipbuilding in England | 2 Launching a Great Liner | 3 A Festive Crowd | 1 | 2 | 3 | 4 | 5 |
| 4 A Momentous Occasion | 5 Docking a Great Liner |  | \|\| | \|\| | \|\| | \|\| | \|\| |

59. After the launching, the liner —

- | | | | | | | | |
|-------------------------------------|----------------------|----------------------|---|---|---|---|---|
| 1 was scrapped | 2 sailed for America | 3 took on passengers | 1 | 2 | 3 | 4 | 5 |
| 4 returned to be put in final order | 5 capsized and sank |  | \|\| | \|\| | \|\| | \|\| | \|\| |

60. The trial run was attended by —

- | | | | | | | | |
|-------------------------|--------------------------------|----------------------------|---|---|---|---|---|
| 1 a small crowd | 2 the entire British Empire | 3 many cheering spectators | 1 | 2 | 3 | 4 | 5 |
| 4 marine engineers only | 5 no one except naval officers |  | \|\| | \|\| | \|\| | \|\| | \|\| |

Score.....

TEST 4. WRITTEN RECALL

I

Spot was a little black and white puppy. He belonged to Mary and Tom Jones, who lived on a chicken farm in the country. There were hundreds of fuzzy baby chickens as well as mother hens and roosters on the farm. Spot loved to chase the little furry balls around ; but Mr. Jones did not want him to do this, as it was not good for the little chickens. One day, when Spot was racing after the chickens, a mother hen saw him and became angry. She flew at him, and he started to run away before she could peck him. There was a pan of water standing near by. Spot did not see it and fell into it in his haste. He came out dripping wet. It frightened him so that he was cured of chasing chickens any more.

II

It was a thrilling experience for Bill Todd, who as the guest of his Uncle John was attending his first circus. They arrived early so that Bill could walk about to observe the animals in their cages and have an opportunity to visit the side shows. About noon Uncle John suggested that they stop at one of the booths and have lunch. The circus grounds were fast becoming thronged, and Bill's uncle advised him to remain near so that he would not be lost in the crowd. Seeing many people at a near-by stall, Bill wedged his way ahead to find out what the attraction was. For several minutes he gazed with awe at a heavily bearded man who was lifting great weights with his teeth. Desirous of seeing the next attraction, Bill turned to rejoin his uncle. Suddenly he discovered he was hemmed in on all sides by strangers. Fear stole over him, and he rushed through the crowd. Trying to appear calm, he looked about for a policeman who could help him. A short distance away, near the main entrance, stood a kindly-faced officer to whom he told his predicament. Following the instructions of the policeman, Bill remained near the booth, standing high above the crowd on a platform. The policeman called the name of Bill's uncle through a megaphone. Bill looked eagerly. Soon he saw a man hurry forward. He recognized his uncle's hat and shouted to attract his attention. They were both greatly relieved to have found each other, and you may be sure that Bill remained close to his uncle the rest of the day.

Sullivan, Catherine Agnes.

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